DOCUMENT RESUME

ED 193 172 SP 016 537

TITLE Bulletin I: Overview. The Florida Teacher Certification Examination.
INSTITUTION Florida State Dept. of Education, Tallahassee. Div. of Teacher Education, Certification, and Accreditation.
PUB DATE 80
NOTE 132p.: For related documents, see SP 016 520 and SP 016 538. Small print may be marginally legible.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Competence: Elementary Secondary Education; *Minimum Competency Testing; *Occupational Tests; Professional Education; Standardized Tests; *State Standards; *Teacher Certification; Teacher Education; Teacher Evaluation; Teaching Skills; Test Items; *Vocational Aptitude
IDENTIFIERS *Florida

ABSTRACT

This bulletin provides information about the Florida Teacher Certification Examination. It describes the development of the examination and presents the specifications for each of the subtests. Competencies and subskills are tested in the areas of reading, writing, mathematics, and professional education. The tentative examination schedule is included as well as tentative dates and examination locations. The specifications of the examinations are outlined and the scoring process is explained. An appendix includes the following specifics: (1) references for reading subtest; (2) domain of materials for reading subtest; (3) references for writing test; (4) content base for professional education subtest; (5) references for professional education subtest; and (6) sample multiple choice items. (JD)

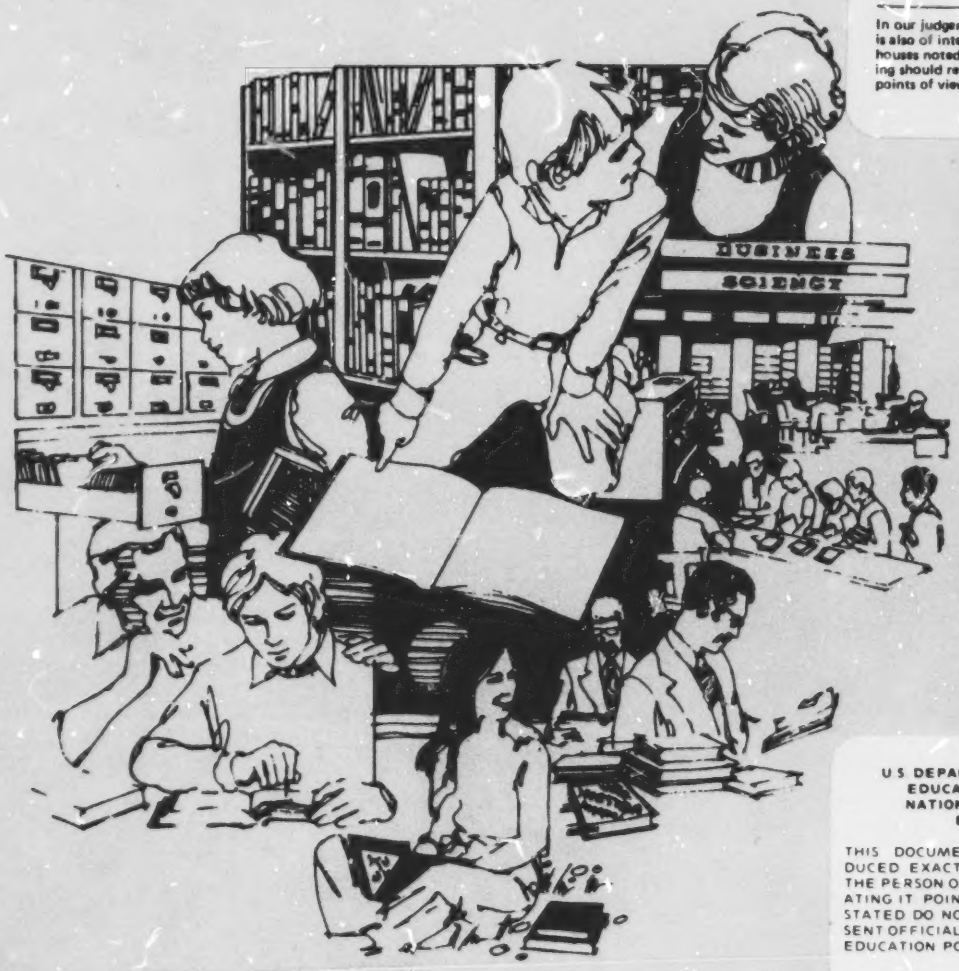
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193172

The Florida Teacher Certification Examination
Bulletin I: Overview

BEST COPY AVAILABLE

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: SP | TM
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. Michael Kuhn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 016 537

THE FLORIDA TEACHER CERTIFICATION EXAMINATION

BULLETIN I: OVERVIEW

AUG 2 5 1980

BULLETIN I: OVERVIEW

TABLE OF CONTENTS

	Page
PREFACE	v
A. EXAMINATION DEVELOPMENT	
- Historical Background	3
- Examination Validation and Reliability	6
- Professional Involvement	7
B. EXAMINATION OVERVIEW	
- Coverage of the Examination	13
- Examination Schedule	13
- Tentative Examination Dates	13
- Examination Locations	13
- Table 1 - Florida Essential Generic Competencies Evaluation Strategies	14
C. EXAMINATION SUBTEST SPECIFICATIONS	
Reading	27
Writing	27
Mathematics	29
Professional Education	30
Table 2 - Outline of the Content Base for the Professional Education Subtest	31
Table 3 - Content Base-Competency Matrix	32
Table 4 - Blueprint - Professional Education Subtest (By Content Base Category)	33

TABLE OF CONTENTS (cont'd)

	Page
Table 5 - Blueprint - Professional Education Subtest (By Competency)	34
Appendix A - References for Reading Subtest	35
Appendix B - Domain of Materials for Reading Subtest	39
Appendix C - References for Writing Subtest	53
Appendix D - Content Base - Professional Education Subtest . . .	61
Appendix E - References for Professional Education Subtest . . .	81
Appendix F - Sample Multiple Choice Examination Items	91

PREFACE

Three bulletins have been developed to provide information about the Florida Teacher Certification Examination. Bulletin 1 describes the development of the examination and presents the specifications for each of the subtests. It also provides a list of supplemental materials and references and a set of sample items to illustrate the kind of items which will be used in the examination. Bulletin 2 provides specifications for the general education subtests in reading, writing, and mathematics. It presents a general description and item specifications for each item in the reading, writing, and mathematics subtest. Bulletin 3 provides specifications for the professional education subtest of the Florida Teacher Certification Examination. It includes a description of the content base and item specifications for each of the professional items to be included in the examination.

It is expected that faculty members of teacher education programs and students in these programs will be especially interested in Bulletin 1. Teacher Education Center and School District Staff Development Directors may also find the information useful. The specific item specifications and other information in Bulletins 2 and 3 will probably be of special interest to professionals involved in program development and evaluation.

Please note that the coverage of the examination is limited to the essential generic competencies which are assessable by a written examination. There has been no attempt to cover all aspects of teacher training. Many important competencies are assessable only by direct observation and many competencies are specific to the subject matter taught or the developmental level of the students. It is also important to remember that teacher education is dynamic; it must change to reflect and incorporate new research evidence and wisdom accumulated from experience. For these reasons, even though the examination has been carefully developed and reflects the current state of knowledge and priorities for the general preparation of teachers, the specifications for the examination should not be used as the sole basis for a teacher training program.

The Department of Education encourages professionals to critique and make recommendations to improve the Florida Teacher Certification Examination. Recommendations and inquiries should be addressed to:

Dr. Garfield Wilson, Administrator
Teacher Certification
Florida Department of Education
Tallahassee, Florida 32301

A. EXAMINATION DEVELOPMENT

-HISTORICAL BACKGROUND-

Florida Statute 231.17 requires that, beginning July 1, 1980, each applicant for initial certification shall demonstrate on a comprehensive written examination mastery of the minimum essential competencies adopted in statute and rules of the State Board.

The basis for the examination is specified as "those minimum generic and specialization competencies....as shall be adopted into rules by the State Board..."

The minimum essential competencies were identified in a study conducted by the Council on Teacher Education, (COTE), beginning in March, 1975. COTE is a statutory advisory council appointed by the State Board of Education to advise the Commissioner of Education on all matters dealing with teacher education and certification. Phase I of the study was the identification of a set of competencies essential to all certified personnel. Following an intensive literature research, the Council submitted a survey instrument containing 48 competencies to a 5% random sample of all certified educational personnel in August, 1975. The survey revealed an extremely high degree of consensus on 23 of the 48; in January, 1975 these 23 Essential Generic Competencies were recommended to the Commissioner of Education for incorporation into State Board of Education Rules governing teacher education and certification.

After extensive publicizing and public discussion, the 23 Essential Generic Competencies were incorporated in March, 1978 into State Board of Education Rules governing the curricular requirements at institutions of higher learning with approved teacher education programs.

Since the present teacher certification law was passed in 1978, COTE has served as an advisory council for the development of the specifications for the written test.

In June, 1978, immediately after the governor had signed the new legislative act into law, a meeting was called by the Department of Education to begin developing specifications for the examination. Attending this meeting were members of the Council on Teacher Education Executive Committee, representatives from the two state teachers' organizations, the state administrators' organization, and legislative staff members. This meeting resulted in recommendations on the timeline, tasks and involvement activities for the development of the teacher certification examination. Among the major recommendations was that an ad hoc task force composed of teachers and teacher educators be convened to develop subskills for the essential competencies and that the subskills be validated as indicators of the competencies through a statewide random sampling of practicing educators.

In July of 1978, an ad hoc task force was convened by the Department of Education to develop subskills for 22 essential generic competencies (competencies #6 and 19 of the original 23 essential competencies were combined by legislative act). The ad hoc task force consisted of six classroom teachers, three teacher educators, one administrator, and one DOE staff member. The classroom teachers were recommended by the two state teacher organizations. All persons on the task force had some prior knowledge, interest or experience in the development and validation of the 23 essential competencies. During an intensive week of writing, review, and revision, the task force developed 127 subskills as indicators for the essential competencies.

In August, 1978, the subskills were submitted to a random sample of certified personnel in the state to gain professional agreement on the relatedness of the subskills to the original competency. All but 12 of the subskills met the criterion for acceptance. Two of the subskills (5d and 14b) which were left in the list did not meet the criterion for acceptance in the statewide survey; however, because of statutory mandates, they were left in the list. This left a total of 117 validated subskills. Of these, 91 were competencies in the Professional Education area and the rest in the General Education areas.

The competencies and subskills were reviewed by the Council on Teacher Education at its September, 1978 meeting. COTE was asked to make some recommendations on the most appropriate evaluation procedures for the competencies. COTE recommended that since the ad hoc task force had developed the competencies, it would be the most knowledgeable group for developing recommendations on evaluation.

In October, 1978 the ad hoc task force was reconvened with measurement consultants Dr. Jacob Beard and Dr. Annie Ward added to the task force. The task force in a two-day session developed recommendations for the most appropriate evaluation on the essential competencies and subskills. These recommendations indicated the competency and subskills that could be measured most appropriately on a generic written examination, a written specialization examination or in performance situations during the year-long internship. In addition to development and validation of the subskills, Department of Education staff, with assistance from measurement consultant Jacob Beard, contined to develop proposed specifications for the examination. These proposed specifications were reviewed by the Council on Teacher Education at its September and November meetings. The proposed specifications including the list of validated subskills were distributed to all colleges and universities with approved teacher education programs in the state and to statewide professional teacher organizations for review and critique.

After considering feedback from various individuals and organizations, COTE, at its January, 1979 meeting, recommended a general outline of specifications for the examination to the Commissioner of Education, including a recommendation that contracts be awarded to Florida colleges and universities to develop item specifications for the examination. These contracts were awarded by the Department in March, 1979.

In April, 1979, the DOE staff, assisted by evaluation consultants Jacob Beard and Robert Feinberg, held a one-day work session to develop more explicit specifications for the examination. This session resulted in tentative recommendations on item writing, field testing, formatting and printing, test administration, item and test analysis, and determining cut-off scores for the written examination. These recommendations were reviewed by COTE at its May meeting. COTE also was given an opportunity to review and critique some of the item specifications that were being developed under contract. COTE recommended that the ad hoc task force that had developed the subskills be utilized in reviewing the final item specifications for the examination.

In July, 1979 the ad hoc task force was reconvened to review and critique item specifications. Prior to reviewing the item specifications the task force was asked to recommend priorities for inclusion of the subskills for the professional skills area on the first and subsequent forms of the written examination. Those to be included on the first and every subsequent form were rate "Essential", those to be included on some forms were rated "Important", and the rest were rated "Not Necessary". Of the 91 subskills, 38 were rated Essential and 34 were rated Important.

The task force spent three days on the review and critique of the item specifications and the priority for inclusion on the first and subsequent forms of the examination, and the task force agreed that the examination should be divided into four subtests: reading, writing, mathematics, and professional education. The task force agreed that competencies 1 (oral communications) and 3 (listening) should be deleted from the written examination, but should be included in the performance evaluation during the year-long internship.

In August, 1979, a full day work session was held with DOE staff and measurement consultants Dr. Jacob Beard, Dr. Howard Stoker, and Dr. Annie Ward. The purpose of this session was to review and refine the proposed specifications for the examination. After reviewing specifications previously developed, including revised item specifications and task force recommendations, the following recommendations were made by the measurement consultants:

The examination should consist of four subtests in writing, reading, mathematics, and professional education. The writing examination should be 45-60 minutes in length including time for reading and choosing between writing topics; the reading examination should be approximately 30 minutes in length and include 100 items in a modified cloze format; the mathematics examination should consist of approximately 40 items with one hour of testing time. The professional examination should consist of approximately 100 items with 2½ hours testing time.

It was recommended that the examination be administered on Saturdays four times during the year at various locations throughout the state on the same day. The examination should be scheduled for a full day with mathematics, reading, and writing scheduled in the morning and the professional examination scheduled in the afternoon. Scores would be reported on each of the subtests and persons scheduled to retake a portion of the examination could report at a designated time during the regularly scheduled testing date. It was recommended that the Rasch Model be used for calibration of items. This would require that the Department of Education provide approximately 10 anchor items to the item writing contractors to be included during field testing of the items. It was recommended that a panel of experts be convened to review all items produced by contractors. Each item accepted would be required to be discernable to a given competency by a majority of the panel of experts. Cultural-psycho-linguistic experts would be included on the panel to evaluate the items for cultural bias and appropriateness of the reading level.

The measurement consultants reviewed the competencies, subskills and item specifications and then recommended that the contracts for writing items be awarded immediately. It was recommended that the contracts include provisions for additional developmental work on some designated item specifications, that approximately five items be developed for each subskill that was considered top priority for the first and all forms of the examination ("Essential") and approximately three items be written for each of the other subskills that would be included on some forms of the examination ("Important").

It was recommended that contracts be awarded as follows:

Competencies 7 and 14 - rework some of the item specifications and develop 50 essential items and 10 important items;

Competencies 8, 9, 10, 11, and 13 - rework some item specifications and develop 75 essential items and 25 in the important category;

Competencies 12, 15, 16, 17, and 18 - rework some item specifications and develop 75 essential items and 25 in the important category;

Competencies 6, 20, 21, 22, and 23 - rework some item specifications and develop 75 essential items and 25 important items.

-Examination Validation and Reliability-

Discussion was also held on test validity and reliability. It was agreed that demonstration of validity for a Teacher Certification Examination is dependent on establishing a rational relationship between the test and the performance of duties as a teacher. This relationship has been established to date by the processes used to (1) identify the Essential Competencies, (2) secure a statewide professional agreement on the Essential Competencies, (3) develop subskills for each competency, (4) secure statewide professional agreement on the relatedness of the subskills to the competencies, and (5) professional evaluation of the relationship of item specifications to the intended subskill and competency.

As the items are being developed, they are being subjected to a series of reviews which will further establish the relatedness of the items to the validated competencies. These review processes are being used:

1. Internal review - Each project staff reviews and edits all items before they are put in final form.

2. External review - Each item is reviewed by a minimum of four experts. The group of reviewers must include: classroom teachers, content specialists (either university or public school), and measurement specialists. Each review group must also include both sexes and representatives of the major ethnic groups.

3. One-on-one administration - Each item must be administered individually to at least three persons, with the examinee solving the item aloud. The examiner notes the types of problems examinees have with each item.

4. Field test - Each item will administered in a group situation to at least 100 students selected from the target population, i.e., seniors near graduation from accredited teacher training institutions. Data from the field test will be analyzed to check for item difficulty and discrimination and to estimate reliability.

5. The Professional Education items will also be administered to a group of "naive" examinees, i.e., students from non-education programs or those just admitted to an education program. The responses of the naive examinees will be compared with those for trained examinees.

6. Final expert review - All items will be reviewed by expert review panels, using all data collected in the earlier reviews. Three types of panels will be used: (1) content area, (2) measurement, and (3) bias. Half of content area reviewers will be classroom teachers.

7. After the final review, items will be edited and prepared in final form for the Comprehensive Field Testing.

The only items used for the examination will be those which are judged to be acceptable by the expert review panels and which perform satisfactorily in the Comprehensive Field Test.

-Professional Involvement-

Many people have participated in the development of this examination. Some of these will remain anonymous (e.g., the students who participated in the field testing). Those with direct responsibility are listed below:

Director: Dr. Garfield Wilson, Director of Teacher Education, Department of Education

Measurement Consultants: Dr. Jacob Beard, FSU; Dr. Annie Ward, USF; Dr. Howard K. Stoker, FSU; Dr. Robert Feinberg, UF

Staff Assistants: Wayne Harris, Chris Doolin

COTE Members (1978-1980)

Dr. Robert Wiegman	Dr. Marcia Mann	Dr. Paul George
Dr. Marian Calway	Dr. Eva Wanton	Dr. James Richburg
Jerry Sisk	James Reese	Anna Jones
William Moore	Laurie Murray	Thomasena W. Lindsey
Quintilla Lynch	Ida Weimer	Mary J. Thompson
Samuel A. Hunter	John Lizer	Dr. Cecil Carlton, Jr.
Ray Pottorf	Ethel Beckham	John Espey
Barbara Owens	Beebe White	Dr. Barney Stoutamire
Dr. Willis Holcombe	Lonnie Coleman	Marjorie Head
Teresa Mention	Walter R. Johnson	Idella J. Moss
Dr. Donald Gill	Geraldine Kalvin	

Ad Hoc Task Force

Bill Davies	Dan Purdom
Annie Ward	Bill Blank
Linda Denmark	Susen Nordeng
Quintilla Lynch	Mary Johnson
Lewis Jones	Tom Fackender
Jake Beard	

Developers of Item Specifications

Reading: Project Director: Dr. F. J. King, FSU
Project Staff: Dr. John Hills, Carol Lynch-Brown, Dr. Carolyn Schluck, Dr. Lawrence Hafner
Reviewers: Dr. William Castine, FAMU, Dr. Al Lowe, USF

Writing: Project Directors: Dr. Gordon Brossell & Dr. James Hoetker, FSU
Project Staff: Dr. Lucy Hayward
Reviewers: Dr. Nancy McGee, UCF, Dr. Dan Kelly, UF

Mathematics: Project Director: Dr. Tom Denmark, FSU
Project Staff: Dr. Janice Flake, Dr. Walter Dick

Reviewers:

Roy Buldoc, UF
Doyle Casteel, UF
Arnold Cheyney, UM
Barry Greenberg, FIU
Sandra K. Kirk, UNF
Ronald LoFaro, BC
Lennie Middleton, UM
H. E. Steiner, USF
Robert Tests, FIU
John Bullock, USF
W. H. Castine, FAMU
Gordon Eade, UWF
Susan Homan, USF
R. E. Lee, UWF
Daryle May, JU
Seaton Smith, UWF
Barbara Stephencon, JU
Nick Vigilante, FIU
Ernie Burgess
Richard Burnette, Fla. So.
Paul Fleming, Fla. So.
Mike Hynes, UCF
Shirley Lee, BCC
Mary Mercer, FAMU
Judith Staver, JU
Ann Taylor, BC
Allen Wuertz, Fla. So.
Arlene Brett, UM

Professional Education (originally planned as three subtests)

Personal, Social, and Academic Development:

Project Directors: Dr. Gary Peterson and Dr. Steven Rollin, FSU
Project Staff: Dr. Dan Kelly, FSU; Dr. Steven Rollin, FSU; Peter Linkway; Gene McBride; Michael Kormanicki; Kevin Murphy; Robert Conners; Ellen Hume; John Rushbrook
Reviewers: Dr. Daniel Purdon, USF; Dr. Raoul Arreola, FSU; Dr. Herbert Alexander, FAMU; Sara Butzin, Mary Calhoun, Brenda Columbo, James Pitts, (all teachers, FSU Developmental Research School)

Technical Skills:

Project Directors: Dr. Anna Nelson and Dr. Willard Nelson, FAU
Reviewers: Dr. Charles Dziuban, USF; Dr. Annie Ward, USF

Administrative Skills:

Project Director: Dr. Colleen Ryan, FIU
Project Staff: Dr. Barry Greenberg, FIU; Dr. Marisal Gavilon
Reviewers: Dr. Jim Wells, FIU; Dr. Charles Dziuban, UCF; Dr. Tim Sullivan, UCF

Developers of Items (and modification of specifications as indicated)

Reading: Project Director: Dr. F. J. King, FSU
Staff: Carol Lynch-Brown
Reviewers: Dr. John Hills, Dr. Laurence Hafner, FSU

Writing: Project Director: Dr. Gordon Brossell, FSU
Project Staff: Barbara Ashe
Reviewers: Dr. Dan Kelly, UF; Dr. Nancy McGee, UCF; Dr. Dwight Burton, FSU (referee); Pamela Laws, Tallahassee Community College; Linda Clarke, Lincoln High School; Carol Gray, Leon High School

Mathematics: Project Director: Dr. Tom Denmark, FSU
Project Staff: Dr. Robert Kalin, Dr. Janice Flake, Dr. Walter Dick
Reviewers: Dr. William Castine, FAMU; Dr. Andria Troutman, USF; Ms. Marie Boyd, Escambia Co. Teacher; Richard DeAugiro, Teacher Dade Co.

Professional Education:

Development of Students:

Project Directors: Dr. Gary Peterson, FSU; Dr. Dan Kelly, FSU
Reviewers: Dr. William Piotrowski, Leon Co. Schools; Teachers of Leon Schools as follows: Jeff Patterson, Elem. Teacher; Winston Farrell, Principal, Sealy Elem.; Betty Watson, High School Math; George Ortega, High School; Frances Stallworth, Middle School; Carol Senesac, Elementary; Rodney Falmlen, High School; Peter Linkway, High School.

Teaching and Learning: (Procedures, Objectives and Materials)

Project Director: Dr. Walter Wager, FSU
Project AssistantL Joan Fox
Reviewers: Dr. Ivy Mitchell, DRS, FSU; Ms. Linda Marts, DRS, FSU; Dr. John Hansen, FSU; Dr. Walter Dick, FSU (* DRS - Developmental Research School)

Diagnosis and Assessment:

Project Directors: Dr. Anna Nelson and Dr. Willard Nelson, FAU
Reviewers: Dr. Helen Franke, Palm Beach Co. Schools; Mary C. Greene, Dr. George Mouly, UM; Thais Villanueva, Teacher, Boca Raton Elementary School; Frances Carter, Teacher, Addison Mizner Elementary School; Dr. Murray I. Gellen, FAU; Frank Martinez, Teacher, Boca Raton Middle School; Dr. William V. Meredith

Classroom Management/Administrative Skills: (also developed additional Item Specifications)

Project Director: Dr. Ronald Peake, UWF
Project Staff: Dr. Dorothy Diamond, Dr. Helen James, Dr. Hilda Schaer, Mrs. Carlisle Semmes
Reviewers: Dr. Phila Crane, UWF; Dr. Omega Gardner, UWF; Mrs. Hazel Scales, Assist. Principal; Mrs. Jo Tarwater, Elementary Teacher; Dr. James Zafirau, UWF

B. EXAMINATION OVERVIEW

-Coverage of the Examination-

During the process of review and development described in Section A, some subskills were deleted and a few of the competencies and subskills were judged not to be assessable by a written test. Nineteen (19) of the competencies, covering 80 subskills, have been judged to be measurable to some extent by a written test. Table 1 indicates those subskills which were deleted and, for those which remain, it indicates the primary assessment technique to be used.

The Teacher Certification Examination will cover those competencies and subskills checked in the first column of Table 1. The examination will consist of four (4) subtests: three (3) in General Education (reading, writing, and mathematics) and one (1) in Professional Education. The competencies to be covered by each subtest are as follows:

Reading	Competency 2
Writing	Competency 4
Mathematics	Competency 5
Professional Education	Competencies 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, and 23.

-Examination Schedule-

The examination is intended to be a power test, not a speeded test, so it will be scheduled to cover a full day. A typical examination schedule will look like this:

8:00 - 8:30	Check in, including retakes for Writing Subtest
8:30 - 9:00	General Instructions
9:00 - 9:45	Writing Subtest (Production Task)
9:45 - 10:00	Break (Check in retakes for Mathematics & Reading Subtests)
10:00 - 11:00	Mathematic Subtest (40 items)
11:00 - 11:45	Reading Subtest (100 items)
11:45 - 1:30	Lunch
1:00 - 1:30	Check in retakes for Professional Education
1:30 - 2:45	Professional Education, Part I (50 items)
2:45 - 3:00	Break
3:00 - 4:15	Professional Education, Part II (50 items)

-Tentative Examination Dates-

August 16, 1980
November 22, 1980
April 4, 1981
July 11, 1981

-Examination Locations-

At least four for each administration, with one in each geographic area:

Jacksonville/Gainesville
Tallahassee/Chipley
Tampa/Orlando
Miami/Ft. Myers

-TABLE 1-

Florida Essential Generic Competencies
Evaluation Strategies

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
1. *Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.*			xx	
a. Utilizes principles of simplicity and clarity in organization of oral presentation.			xx	
b. Uses standard English in oral communication.			xx	
c. Uses vocabulary suitable to the topic and audience.		x	xx	
d. Speaks with a volume and pace that promotes comprehension.			xx	
e. Provides verbal and non-verbal cues to the organizational structure of the oral message.			xx	
f. Provides relevant examples that illustrate oral content.			xx	
2. *Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.*	xx		x	
a. Differentiates between formal and informal written English and demonstrates ability to use both forms.				x
b. Uses language at the level appropriate to the topic and reader.	x	xx	x	
c. Comprehends and applies basic mechanics of writing: spelling, capitalization, and punctuation.	xx			
d. Comprehends and applies appropriate sentence structure.	xx			
e. Comprehends and applies basic techniques for the organization of written material.	xx		x	
f. Comprehends and applies standard English usage in written communication.	xx			

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
3. *Demonstrate the ability to comprehend and interpret a message after listening.*			xx	
a. Accurately follows multi-step oral directions.			xx	
b. Listens effectively for the organization, main idea, subordinate ideas and details of a message.		x	xx	
c. Listens effectively in order to identify relevant and irrelevent information and propaganda techniques.		x	xx	
d. Listens effectively in order to draw inferences.		x	xx	
e. Summarizes the message after listening.		x	xx	
f. Comprehends both standard and non-standard English language used by students.			xx	
4. *Demonstrate the ability to read, comprehend, and interpret orally and in writing, professional material.*	xx		x	
a. Identifies and evaluates relevant professional material.	xx	x	x	
b. Understands basic statistical terminology (such as: mean, median, mode).				x
c. Demonstrates literal reading skills (such as recognizing main idea, details, sequencing, comparison and contrast).	xx		x	
d. Demonstrates interpretive reading skills (such as: predicting outcome, drawing conclusions, making generalizations).	xx		x	
e. Demonstrates critical reading skills (such as: recognition of relevant and irrelevant information, propaganda techniques, and fallacies in reasoning).	xx	x	x	
f. Produces a logical summary interpretation of the results of research in professional material.				x

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
5. *Demonstrate the ability to comprehend and work with fundamental mathematical concepts.*	xx			
a. Adds, subtracts, multiplies and divides whole numbers, decimals, and fractions.	xx			
b. Demonstrates the meaning and use of fractions and per cents.	xx			
c. Represents and interprets data using charts, tables, graphs, and maps.	xx			
d. Solves measurement problems involving length, area, volume, capacity, weight, time and temperature, using U.S. customary and metric units.	xx	not validated in professional survey but was retained because of statutory requirement (229.841 F.S.)		
e. Applies mathematical skills to solve real world problems.	xx	x		
f. Identifies geometric forms and relationships.				x
6/19. *The ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas.*	x		xx	
a. Demonstrates knowledge of basic principles of human growth and development	xx		x	
b. Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs.	x	x	xx	
c. Explains test data and other classroom evaluations to students in relation to their educational needs.				x
d. Applies motivational techniques to encourage students to be achievement-oriented and goal-directed.	x	x	xx	
e. Assists the student in relating achievements and interests to aptitude and ability		x	xx	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
f. Demonstrates knowledge of alternative school and community resources for students who have special needs.				x
g. Assists students in developing individual learning activities.		x	xx	
h. Develops student awareness of career opportunities using school and community resources.				x
7. *Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.*	xx	x	xx	
a. Selects the specified knowledge or skill to be diagnosed, and determines the most appropriate method for conducting the diagnosis.	xx	x	x	
b. Selects or constructs a test to diagnose student learning needs.	xx	x	x	
c. Uses classroom observation techniques to diagnose student learning needs.	x	x	xx	
d. Uses information from student records to diagnose student learning needs.	x		xx	
e. Interprets results obtained from diagnostic tests, teacher observation, and information from student records.	xx	x	x	
8. *Identify long-range goals for a given subject area.*		x	xx	
a. Identifies state and district long range goals.				x
b. Formulates subject area goals consistent with state and district goals, and student needs.	Addressed in (9a).			
9. *Construct and sequence related short-range objectives for a given subject area.*	xx	xx	x	
a. Identifies knowledge, skills, and attitudes to be attained for a subject area.	xx	xx	x	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
b. Constructs or adapts short range objectives for identified knowledge, skills and attitudes.	xx	xx	x	
c. Sequences short range objectives consistent with commonly accepted principles of learning.	xx	xx	x	
10. *Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.*	x	x	xx	
a. Determines desirable characteristics of materials based on objectives and student learning needs.	xx	x	xx	
b. Locates and evaluates available instructional material.	x	x	xx	
c. Selects materials to assist students in mastering an objective.	x	x	xx	
d. Demonstrates techniques for modifying materials to assist students in mastering an objective.	x	x	xx	
e. Determines materials to be developed based upon existing resources and student needs.	x	x	xx	
f. Identifies and selects resources needed for materials development.	x	x	xx	
g. Designs and constructs materials based on instructional objectives, student needs, and available resources.			xx	
h. After use, evaluates the effectiveness of instructional materials in accomplishing objectives, and revises accordingly.	x	x	xx	
11. *Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.*	x	xx	x	
a. Comprehends basic principles of human growth and development.			x	
b. Identifies conditions that affect learning.	xx	x		

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
c. Identifies alternative activities to achieve an objective.	xx	xx	x	
d. Selects an appropriate learning activity to achieve an objective.	xx	xx	x	
e. Combines appropriate learning activities into an instructional sequence.	xx	xx	x	
12. *Establish rapport with students in the classroom by using verbal and/or visual motivational devices.*	x	x	xx	
a. Secures the attention of students through appropriate techniques.	x		xx	
b. Relates instructional objectives and activities to interests, capabilities, and experiences of students.	x	x	xx	
c. Informs students about objectives, subsequent learning tasks, and performance expectations.	x	x	xx	
d. Explains choices and limitations of possible learning activities.				x
e. Alters instructional strategies during learning activities based on student responses and other factors.	x	x	xx	
f. Relates students' and teacher's experiences, thoughts, and feelings to learning activities.		x	xx	
g. Uses reinforcement techniques to assist in student motivation.	x		xx	
h. Uses media to secure interest and maintain attention.	x	x	xx	
i. Uses student products and talent to secure interest and maintain attention.		x	xx	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
13. *Present directions for carrying out an instructional activity.*	x	x	xx	
a. Selects appropriate means for presenting directions.	xx	x	xx	
b. Secures attention of students for the purpose of giving directions.		x	xx	
c. Informs students of objectives, assessments, and performance standards.		x	xx	
d. Informs students of the sequence and nature of learning activities to achieve the objectives.		x	xx	
e. Identifies materials for a learning activity and explains their use.	x	x	xx	
f. Determines if students understand directions.		x	xx	
g. Clarifies directions by responding to student questions.		x	xx	
14. *Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.*	xx	x	x	
a. Identifies uses of basic types of classroom tests and assessment techniques.	xx	x	not validated in professional survey but was retained because of statutory requirement x (229.575 F.S.)	
b. Identifies appropriate uses of norm-referenced and criterion-referenced testing.	xx	x	x	
c. Given an objective, specifies knowledge and skills to be assessed.	xx	xx	x	
d. Selects appropriate assessment techniques to evaluate mastery of an objective.	xx	x		
e. Determines limitations, constraints, and requirements for administering tests.	xx	x		
f. Constructs and identifies test items and tasks that evaluate mastery of an objective.	xx	xx	x	
g. Identifies criteria for standards of performance.	xx	xx	x	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
h. Assembles test components including test items, directions, and scoring keys.		x	xx	
i. Evaluates and/or revises tests on the basis of validity, reliability, and student responses.	x	x	x	
15. *Establish a set of classroom routines and procedures for utilization and care of materials.*	x	x	xx	
a. Involves students in developing classroom routines and procedures for utilization and care of materials.		x	xx	
b. Determines the type and amount of materials necessary to complete classroom assignments.	x	xx	x	
c. Organizes an effective system for placement and distribution of materials in the classroom.	x	x	xx	
d. Organizes and arranges a center that will serve as a focus of interest for student learning (such as a bulletin board, display table, or exhibit).		x	xx	
e. Identifies physical elements and arrangements in the classroom that directly affect learning.	xx	x	x	
f. Involves students in developing routines and procedures for physical movement in the classroom.	x	x	xx	
g. Arranges classroom furniture and equipment to accomodate selected teaching strategies.	x	x	xx	
h. Identifies approved procedures for movement of students in emergencies that can be anticipated.	xx	x		
16. *Formulate a standard for student behavior in the classroom.*	xx	x	xx	
a. Identifies approved safety procedures and incorporates them into a standard for student behavior in the classroom.	xx	x	x	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
b. Identifies and incorporates socially accepted norms (such as mutual respect, consideration of others, courtesy) into a standard for student behavior in the classroom.	xx		x	
c. Identifies characteristics of the student population (such as age and maturity) that need to be considered in formulating a standard for student behavior in the classroom.	xx	x	x	
d. Establishes a realistic standard of behavior that has potential for consistent application.	x	x	xx	
e. Identifies and incorporates state and local policies into a standard for student behavior in the classroom.	x		xx	
17. *Identify causes of classroom misbehavior and employ a technique(s) for correcting it.*	x	x	xx	
a. Identifies factors of the physical environment that affect student behavior.	xx	x	x	
b. Identifies social and emotional characteristics of the teacher that affect student behavior.	xx	x	x	
c. Identifies physical, social, and emotional characteristics of the student that affect student behavior.	xx	x	x	
d. Identifies out-of-school factors that affect student behavior.	xx	x	x	
e. Identifies aspects of instructional procedures and techniques which affect student behavior.	xx	x	x	
f. Demonstrates effective techniques and strategies for managing student behavior.	xx	x	xx	
g. Uses selected verbal and non-verbal techniques for reinforcing and modifying student behavior.		x	xx	
h. Identifies and uses school and community resources for assistance in modifying student behavior.		x	xx	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
i. Obtains and utilizes parental assistance for modifying student behavior.		x	xx	
18. *Identify and/or develop a system for keeping records of class and individual student progress.*	xx	x	x	
a. Constructs a system for recording individual student knowledge and skills progress in a subject area.	xx	x	x	
b. Identifies methods for reporting individual student progress in knowledge and skills in a subject area.	xx	x	x	
c. Identifies methods for recording class progress in knowledge and skills in a subject area.	xx	x	x	
d. Identifies methods for reporting class progress in knowledge and skills in a subject area.	xx	x	x	
e. Demonstrates knowledge of the laws and policies governing the content and use of student records.	xx		x	
19. *(See Section #6)*				
20. *Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.*	x		xx	
a. Creates a learning environment in which students express themselves openly and honestly.		x	xx	
b. Assists students in understanding that individual differences enable each person to make unique contributions to the group effort.	x	x	xx	
c. Demonstrates awareness of cultural differences in dress, beliefs, and practices.	x		xx	
d. Establishes an environment for positive communication and interaction between students from different sociocultural backgrounds.	x		xx	

KEY: x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation: Content Area Application	Performance Evaluation: Generic Application	Deleted
21. *Demonstrate instructional and social skills which assist students in developing a positive self-concept.*	x	x	xx	
a. Exhibits behavior in the classroom that is empathetic, positive, and reinforcing.		x	xx	
b. Assists students in initiating self-directed learning.	x	x	xx	
c. Assists students in understanding their needs, motives, experiences, and individual value and dignity.	x	x	xx	
d. Selects and uses curriculum materials in accordance with the abilities and mastery levels of individual students.	xx	x	xx	
22. *Demonstrate instructional and social skills which assist students in interacting constructively with their peers.*	x	x	xx	
a. Establishes an environment that permits students to cooperate and share ideas and materials.		x	xx	
b. Assists students in applying constructive criticism in response to each other's work.				x
c. Establishes a learning environment designed to assist students in exhibiting positive interpersonal traits (such as mutual respect and cooperation).		x	xx	
d. Uses techniques that assist students in examining their values, attitudes, and beliefs.	x	x	xx	
23. *Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.*	x	x	xx	
a. Assists students in understanding the need to explore alternative solutions to problems.		x	xx	
b. Establishes teaching strategies that allow students to make choices based on clearly defined consequences.	x	x	xx	

C. EXAMINATION SUBTEST SPECIFICATIONS

The Florida Teacher Certification Examination will be divided into four (4) subtests: Reading, Writing, Mathematics, and Professional Education.

1. Reading:

   a. The Reading subtest will use the multiple-choice CLOZE procedure.

   b. The test will consist of 10 passages of approximately 100 words, selected from the following sources: (1) textbooks commonly used in required professional education courses, (2) journals and newsletters published by non-specialized teacher organizations, (3) documents for teachers-in-general produced by the State Department of Education, and (4) teachers' manuals for tests in common usage in Florida. (See Domain of Materials, Appendix A.)

   c. Each passage will have 10 words deleted. Deleted words will be nouns, verbs, adjectives or adverbs, not structural words.

   d. Examinees will be asked to select the word to fill each deletion from among four (4) choices which are syntactically equivalent but different in meaning.

2. Writing:

   a. Each examinee will write on one topic, to be selected from two (2) options.

   b. All topics will be required to meet these criteria:

      1. Self-explanatory (i.e. clearly and explicitly phrased)
      2. Defined and limited
      3. Familiar to every examinee
      4. Stimulating
      5. Fresh
      6. Of middle emotional ground (i.e. neither too pedestrian nor too sensational)
      7. Non-biased and non-biasing

   c. Scoring will be holistic (general impressionistic) on the following criteria:

      1. Rhetorical Quality

         1.1 Unity: An ordering and interdependence of parts producing a single effect; completeness.
         1.2 Focus: Concentration on the chosen topic.
         1.3 Clarity: Lucidity of expression; lack of ambiguity and distortion.
         1.4 Sufficiency: Appropriate depth and breadth of expression to meet the writer's purposes and the demands of the particular topic.

      2. Structural and Mechanical Quality

         2.1 Organization: Consistent and coherent integration and connection of parts.
         2.2 Development: Appropriate and sufficient exposition of ideas; use of detail, examples, illustrations, comparisons, etc.

2.3 Paragraph and Sentence Structure: Appropriate form, variety, logic, relatedness of and among structural units.
2.4 Syntax: Appropriate ordering of words to convey intended meaning.

3. Observance of Conventions in Writing

3.1 Usage: Appropriate use of language features: inflections, tense, agreement, pronouns, modifiers, vocabulary, level of discourse, etc.
3.2 Spelling, Capitalization, Punctuation: Consistent practice of accepted forms.

d. Judges will be specially selected and trained. They will be required to reach a specified criterion of agreement with other judges (80%), and with their own repeated (blind) ratings (90%).

Scores will be on a 4-point scale, defined as follows:

Rating	Operational Definition
1	The essay lacks unity and focus. It is distorted and/or ambiguous, and it fails to treat the topic in sufficient depth and breadth. There is little or no discernible organization and only scant development of ideas, if any at all. The essay betrays only sporadically a sense of paragraph and sentence structure, and it is syntactically slipshod. Usage is irregular and often questionable and wrong. There are serious errors in spelling, capitalization, and punctuation.
2	The essay has some degree of unity and focus, but each could be improved. It is reasonably clear, though not invariably so, and it treats the topic with a marginal degree of sufficiency. The essay reflects some concern for organization and for some development of ideas, but neither is necessarily consistent nor fully realized. The essay reveals some sense, if not full command, of paragraph and sentence structure. It is syntactically bland and, at times, awkward. Usage is generally accurate, if not consistently so. There are some errors in spelling, capitalization, and punctuation that detract from the essay's effect if not from its sense.
3	The essay is focussed and unified, and it is clearly if not distinctively written. It gives the topic an adequate though not always thorough treatment. The essay is well organized, and much of the time it develops ideas appropriately and sufficiently. It shows a good grasp of paragraph and sentence structure, and its usage is generally accurate and sensible. Syntactically, it is clear and reliable. There may be a few errors in spelling, capitalization, and punctuation, but they are not serious.
4	The essay is unified, sharply focussed, and distinctively effective. It treats the topic clearly, completely, and in suitable depth and breadth. It is clearly and fully organized, and it develops ideas with consistent appropriateness and thoroughness. The essay reveals an unquestionably firm command of paragraph and sentence structure. Syntactically, it is smooth and often elegant. Usage is uniformly sensible, accurate, and sure. There are very few, if any, errors in spelling, capitalization, and punctuation.

3. Mathematics:

a. The Mathematics subtest will consist of 40 multiple-choice items, divided approximately as follows:

Subskills	50% Computation/ Understanding	50% Real World/ Problem Solving	No.	%
(1) Adds, subtracts, multiplies and divides whole numbers, decimals, and fractions.	15	4	19	48%
(2) Demonstrates the meaning and use of fractions and per cents.	3	3	6	14%
(3) Represents and interprets data using charts, tables, graphs, and maps.	1	2	3	8%
(4) Solves measurement problems involving length, area, volume, capacity, weight, time and temperature, using U.S. customary and metric units.	1	5	6	14%
(5) Applies mathematical skills to solve real world problems.		6	6	16%
	20	20	40	100%

b. Additional Specifications:

REAL WORLD

50% items teacher related and 50% items consumer related/problem solving
33% items can be answered by making a "ball-park" estimate
16% items will contain extraneous information
30% items will have information presented in a graph, table or drawing
50% items will involve two or more steps
16% items will be analysis or synthesis tasks

MEASUREMENT ITEMS

50% English and 50% metric
at least 12 items for each of the following topics: length, weight, capacity, area/perimeter/volume, elasped time

GENERAL

36% items will have "none of the above" as an option as indicated in the item specifications
12% items will have "none of the above" as the correct answer (6 Real World, 6 Computation/fact/understanding)

4. **Professional Education**:

   a. The Professional Education subtest will consist of 100 multiple-choice items. The distribution of items will be based on these considerations:

      (1) All competencies 6-23 will be covered. Competency 8 will be addressed by the examination items related to Competency Subskill 9a. Competencies 6 and 19 were combined by statute.

      (2) The extent of the coverage will be based on the priorities set by the Professional Task Force.

      (3) The coverage will be based on a balance between the major categories of the content base. The categories of the content base were established by an analysis of the supplementary materials provided for item specifications for each subskill. These materials have been organized and the outline is included in this bulletin as Table 2. The subskills for each of the competencies have been cross-referenced to each of the major headings. This information appears as Table 3. Table 4 presents the test blueprint, organized by the content base categories. Table 5 presents the test blueprint organized by competencies.

TABLE 2 - OUTLINE OF THE CONTENT BASE
FOR THE PROFESSIONAL EDUCATION SUBTEST

I. Classroom Management
- A. Principles
- B. Setting Standards for Student Behavior
  - 1. Basis for Setting Standards and Understanding Causes of Misbehavior
  - 2. Desirable Characteristics of Standards
  - 3. Legal Consideration
- C. Physical Factors Involved
- D. Safety and Emergency Procedures
- E. Involving Students

II. Development of Students
- A. Phenomena and Theories
  - 1. Scientific Method
  - 2. Developmental Phenomena
  - 3. Behavioral Phenomena
  - 4. Physical Development
  - 5. Biological Phenomena
  - 6. Cognitive Development
  - 7. Moral Development
  - 8. Personality and Emotional Phenomena
  - 9. Social Development Phenomena
  - 10. Development of Values, Attitudes and Beliefs
  - 11. Development of Self Concept
  - 12. Interpersonal, Interactional Skills
- B. Students with Special Needs
  - 1. Characteristics to be Considered
  - 2. Types of Differences

III. Evaluating, Recording and Reporting Student Progress
- A. Evaluation Procedures
  - 1. Types of Classroom Assessment Techniques
    - 1. Types of Classroom Assessment Techniques
      - a. Classification
      - b. Variables assessed by measures other than written tests
    - 2. Guidelines for Preparing Assessment Instruments
      - a. Non-test Measures
        - (1) Observational Checklists
        - (2) Rating Scales
        - (3) Anecdotal Records
      - b. Tests
        - (1) Classification by Purpose
        - (2) Selection of Test Types and/or Item Types
        - (3) Guidelines for Constructing Tests
    - 3. Uses of Assessment Data
      - a. Data Interpretation Concepts
      - b. Formative uses
      - c. Summative uses
    - 4. Diagnosis
      - a. Procedures
      - b. Characteristics of Diagnostic Tests
    - 5. Inhibitors of Performance on Assessment Devices
- B. Recording Procedures, Principles
  - 1. Individual Students
  - 2. Classes
- C. Reporting Procedures
  - 1. Individual Progress
  - 2. Class Reports
  - 3. Guidelines in Reporting Test Data for Classes
- D. Student Records
  - 1. Information in Student Records
  - 2. Issues Related to Student Records
  - 3. Access to Records

IV. Instructional Materials
- A. Sources of Instructional Materials
- B. Desired Characteristics of Materials
- C. Selection of Materials
  - 1. Considerations
  - 2. Criteria
- D. Modification of Materials

V. Instructional Objectives
- A. Purpose for Writing or Selecting Objectives
- B. Guidelines for Constructing or Adapting Objectives for Writing and Selecting
- C. Sequencing Objectives

VI. Learning and Teaching
- A. Conditions that Affect Learning
- B. Terms and Concepts
- C. Classroom Strategies
  - 1. Securing Attention
  - 2. Presenting Directions
  - 3. Establishing Rapport
  - 4. Alternative Strategies
  - 5. Use of Media
  - 6. Involvement of Students
  - 7. Arrangement of the Classroom to Facilitate Teaching and Learning
    - a. Principles
    - b. Considerations for Material Storage
    - c. Activities
  - 8. Providing for Special Needs
    - a. Use of Different Materials (see also IV D)
    - b. Use of Different Procedures
  - 9. Student-teacher Relationships

TABLE 3 - CONTENT BASE/COMPETENCY MATRIX

Competencies/Subskills	I Classroom Management	II Development of Students	III Eval., Recording Reporting Stud. Prog.	IV Instructional Materials	V Instructional Objectives	VI Learning and Teaching
6. The ability to comprehend patterns of physical social, and academic development in students and to counsel students concerning their needs in these areas.	6d	6a, 6b, 6d	6b			6a, 6b, 6d
7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.		7e	7a,7b,7c 7d, 7e			
9. Construct and sequence related short-range objectives for a given subject area.			9a		9a,9b,9c	9c
10. Selects, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.		10a, 10c, 10d, 10e	10h	10a, 10b, 10c, 10d, 10f, 10g, 10h	10b, 10c, 10d, 10f, 10h	10a, 10b, 10c, 10d
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.		11c			11c, 11d, 11e	11b,11c,11d, 11e
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.	12a 12e,12g	12b,12g	12c,12e	12h	12b,12c	12a,12b,12c 12e,12g,12h
13. Present directions for carrying out an instructional activity.	13a			13e		13a,13e
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.			14a,14b,14c 14d,14e,14f 14g,14i		14c,14d,14f	
15. Establish a set of classroom routines and procedures for utilization and care of materials.	15c,15e,15f 15g,15h			15b,15c		15c, 15e, 15g
16. Formulate a standard for student behavior in the classroom.	16a, 16b, 16d, 16e,16c	16b,16c,16d				
17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.	17a,17b,17f	17a,17b 17c,17d				17e
18. Identify and/or develop a system for keeping records of class and individual student progress,			18a,18b 18c,18d,18e			
20. Identify and/or demonstrate behavior which reflects a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	20d	20b, 20c, 20d				
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.		21c,21d		21d		21b, 21d
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	22d	22d				22d
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.		23b				23b

TABLE 4 BLUEPRINT, PROFESSIONAL EDUCATION SUBTEST

(By Content Base Category)

Content Base Category	Level			Totals
	Knowledge	Application	Problem Solving	
1. Classroom Management (Comptencies 6, 12, 13, 15, 16, 17, 20, 22)	1	10	9	20
2. Development of Students (Competencies 6, 10, 11, 12, 16, 17, 20, 21, 22, 23)	1	11	11	23
3. Evaluating, Recording and Reporting Student Progress (Competencies 6, 7, 10, 12, 14, 18)	2	16	1	19
4. Instructional Materials (Competencies 10, 12, 13, 15, 21)	1	6	2	9
5. Instructional Objectives (Competencies 9, 10, 11, 12, 14)		7	3	10
6. Learning and Teaching (Competencies 6, 9, 10, 11, 12, 13, 15, 17, 21, 22, 23)	2	12	5	19
TOTALS	7	62	31	100

TABLE 5 BLUEPRINT - PROFESSIONAL EDUCATION SUBTEST

(By Competency)

Competency	Content Base Categories	Level			Totals
		Knowledge	Application	Problem-Solving	
6	I, II, III, VI	1	11	3	15
7	III	1	3	2	6
9	V, VI		5		5
10	II, III, IV, V, VI	1	5	3	9
11	II, V, VI	2	6	2	10
12	I, II, III, IV, V, VI			6	6
13	I, IV, VI		2		2
14	III, V	1	6	1	8
15	I, IV	1	6	1	8
16	I, II		5	2	7
17	I, II, VI		8	1	9
18	III		5		5
20	I, II			3	3
21	II, IV, VI			5	5
22	I, II, VI			1	1
23	II, VI			1	1
Totals		7	62	31	100

- APPENDIX A -

References for Reading Subtest

REFERENCES FOR READING SUBTEST

Aquino, M. N. The validity of the Miller-Coleman readability scale. Reading Research Quarterly, 1969, 4, 342-357.

Bell, D. The emperor's new cloze.. Journal of Reading, 1977, 20, 601-604.

Bolloni, L. F., and Jongsma, E. A. The effects of interest on reading comprehension of low-achieving students. Journal of Reading, 1978, 22, 106-109.

Botts, E. A. Foundations of Reading Instruction. New York: American Book Company, 1945.

Bormuth, J. R. Cloze as a measure of readability. International Reading Association Conference Proceedings, 1963, 8, 131-134.

Bormuth, J. R. Experimental application of cloze tests. International Reading Association Conference Proceedings, 1964, 9, 303-306.

Bormuth, J. R. Optimum sample size and cloze test length in readability measurement. Journal of Educational Measurement, 1965, 2, 111-116.

Bormuth, J. R. Validities of grammatical and semantic classifications of cloze test scores. International Reading Association Conference Proceedings, 1965, 10, 283-285.

Bormuth, J. R. Readability: a new approach. Reading Research Quarterly, 1966, 1, 79-132.

Bormuth, J. R. Comparable cloze and multiple-choice comprehension test scores. Journal of Reading, 1967, 10, 291-299.

Bormuth, J. R. Cloze test readability: Criterion reference scores. Journal of Educational Measurement, 1968, 5, 189-196.

Bormuth, J. R. Factor validity of cloze tests as measures of reading comprehension ability. Reading Research Quarterly, 1969, 4, 358-365.

Bormuth, J. R. On the theory of achievement test items. With an appendix by P. Menzell: On the linguistic bases of the theory of writing items. Chicago: University of Chicago Press, 1970

Bormuth, J. R. Development of standards of readability: toward a rational criterion of passage performance. Washington, D.C.: U.S. Office of Education, Project Report No. 9-0237, 1971. (ERIC Document Reproduction Service No. ED 054-233)

Bormuth, J. R. Reading literacy: its definition and assessment. In J. B. Carroll and J. S. Chall (Eds.), Toward a literate Society. New York: McGraw-Hill, 1975.

Carroll, J. B. Defining language comprehension: some speculations. In Carroll, J. R. and Freedle, R. O. Language comprehension and the acquisition of knowledge. Washington: D. C.: Winston, 1972.

Coleman, E. B. Improving comprehensibility by shortening sentences. Journal of Applied Psychology, 1962- 46, 131-134.

Cranney, A. G. The construction of two types of cloze reading tests for college students. Journal of Reading Behavior, 1972-1973, 5, 60-64.

Cronbach, L. J. Test validation. In R. L. Thorndike (Ed.), Educational Measurement (2nd ed.). Washington, D.C.: American Council on Education, 1971.

Davis, F. B. Fundamental factors in comprehension of reading. Psychometrika, 1944, 9, 185-197.

Davis, F. B. Research in comprehension in reading. Reading Research Quarterly, 1968, 3, 499-545.

Froese, V. Cloze readability versus the Dale-Chall formula. Atlantic City, New Jersey: Sixteenth Annual Meeting of the International Reading Association, 1971. (ERIC Document Reproduction Service No. ED 051 975)

Gates, A. I. The improvement of reading (3rd ed.). New York: The Macmillan Company, 1950.

Gray, W. S. On their own in reading. Chicago: Scott, Foresman and Company, 1948.

Guthrie, J. T., Seifert, M., Burnham, N. A., and Caplan, R. I. The maze technique to assess, monitor reading comprehension. The Reading Teacher, 1974, 28, 161-168.

Hansen, L. H., and Hosse, K. D. A pilot reading literacy assessment of Madison Public School Students: final report. Madison, Wisconsin: The Madison, Wisconsin Public Schools, The Department of Research and Development, 1974.

Hargis, C. H. A comparison of retarded and nonretarded children on the ability to use context in reading. American Journal of Mental Deficiency, 1972, 76, 726-728.

Harris, A. J. How to increase reading ability (3rd ed.). New York: Longmans, Green and Co., 1956.

Hills, J. R. and King, F J. Construct validity of the Florida Functional Literacy Test. Tallahassee, Florida: Florida Department of Education, 1978. (SDE No. 780-090)

Jefferson, G. L. lexical and structural items as predictors of readability for high and low ability readers. Nineteenth Yearbook of the National Reading Conference, 1970, 172-178.

Katz, J., and Fodor, J. The structure of a semantic theory. In J. P. DeCecco (Ed.), The psychology of language, thought, and instruction: Readings. New York: Holt, Rinehart, and Winston, 1967.

King, F J. A content referenced interpretive system for standardized reading tests: Final report. (the Research Foundation of the National Council of Teachers of English) Tallahassee, Florida: Florida State University, 1974.

King, F J. Development of a reading comprehension test for college of education students. Unpublished report. Tallahassee, Florida: Florida State University, 1978.

Koslin, B. L., Koslin, S., and Zeno, Susan. Toward an effectiveness measure in reading. New York: the Board of Regents of the State of New York, 1978.

MacGinitie, W. H. Contextual constraint in English prose paragraphs. Journal of Psychology, 1961, 51, 121-130.

McKenna, M. Synonymic versus verbatim scoring of the cloze procedure. Journal of Reading, 1976, 20, 141-143.

Miller, G. R., and Coleman, E. B. A set of thirty-six prose passages calibrated for complexity. Journal of Verbal Learning and Verbal Behavior, 1967, 6, 851-854.

Miller, W. D., and French, S. Using the cloze procedure to determine the suitability of social science and science textbooks. Twenty-third Yearbook of the National Reading Conference, 1974, 254-258.

New York State. The Regents competency testing program, information brochure. Albany, New York: The State Education Department, 1978.

New York State. New York State preliminary competency test in reading, degrees of reading power, manual for administration and teachers. Albany, New York: The State Education Department, 1979.

Oller, J. W. Scoring methods and difficulty levels for cloze tests of proficiency in English as a second language. Modern Language Journal, 1972, 56, 151-157.

Oller, J. W., and Conrad, C. A. The cloze technique and ESL proficiency. Language Learning, 1971, 21, 183-195.

Olson, M. A. Evaluation of the passages selected for the Dallas Independent School District's content referenced reading scale. (Research Report No. 73-203) Dallas, Texas: Dallas Independent School District, 1973.

O'Reilly, R. P., Schuder, R. T., and Kidder, S. J. Validation of a multiple-choice cloze test of literal comprehension: summary report. Albany, New York: Bureau of School and Cultural Research, New York State Education Bureau, 1976.

Rankin, E. F. The cloze procedure--Its validity and utility. Eighth Yearbook of the National Reading Conference, 1959, 131-145.

Rankin, E. F., and Culhane, J. W. Comparable cloze and multiple choice comprehension test scores. Journal of Reading, 1969, 13, 193-198.

Riley, P. M. The cloze procedure--A selected annotated bibliography. Papua, New Guinea, University of Technology, 1973. (ERIC Document Reproduction Service No. ED 106 749)

Ruddell, R. A study of the cloze comprehension technique in relation to structurally controlled reading material. International Reading Association Conference Proceedings, 1964, 9, 298-302.

Schneyer, J. W. Use of the cloze procedure for improving reading comprehension. The Reading Teacher, 1965, 19, 174-179.

Schoelles, I. S. Cloze as a predictor of reading group placement. Atlantic City, New Jersey: International Reading Association, 1971. (ERIC Document Reproduction Service No. ED 053 068)

Taylor, W. L. Cloze procedure: A new tool for measuring readability. Journalism Quarterly, 1953, 30, 414-433.

Taylor, W. L. Recent developments in the use of cloze procedure. Journalism Quarterly, 1956, 33, 42-48.

Taylor, W. L. Cloze readability scores as indices of individual differences in comprehension and aptitude. Journal of Applied Psychology, 1957, 41, 19-26.

Taylor, W. L. Transcript of a discussion following F. P. Greene. Cloze symposium. Seventeenth Yearbook of the National Reading Conference, 1968, 110-131.

Taylor, W. L., and Waldman, I. N. Latency and focus methods of of cloze quantification. Nineteenth Yearbook of the National Reading Conference, 1970, 241-262.

- APPENDIX B -

Domain of Materials for Reading Subtest

DOMAIN of MATERIALS
SAMPLED for READING SUBTEST

A. TEXT BOOKS

1. HISTORY, PHILOSOPHY, SOCIAL FOUNDATIONS, SCHOOL LAW

Allen & Hecht - Controversies in Education
W. B. Saunders, 1974 (ECKERD)

Battle & Shannon - The New Ides in Education
Harper & Row, 1974 (USF)

Bash, H. - Cloud Nine
Philosophy Library of New York City, 1974 (USF)

Brademeier, M. E. & H. C. - Social Forces in Education
Alfred Publishing Co., 1978 (USF)

Clark, K. - Dark Ghetto: Dilemmas of Social Power
Harper & Row, 1965 (FAMU)

Corwin, R. G. - The Sociology of Education: Emerging Patterns of Class, Status and Power in the United States
Appleton-Century-Crofts, 1965 (FAMU)

Dickson - Future File
Avon Books, 1977 (USF)

Donley, M. O., Jr. - Power to the Teacher: How America's Educators Become Militant
Indiana U. Press, 1976 (USF)

Fain, S., Shostak, R., & Dean, J. - Teaching in America
Scott, Foresman, & Co., 1979 (FIU)

Fantini, M. & Weinstein, G. - The Disadvantaged: Challenge to Education
Harper & Row, 1968 (FAMU)

Goldstein, B. - Low Income Youth in Urban Areas: A Critical Review of Literature
Holt, Rinehart, & Winston, 1967 (FAMU)

* Institutions using is indicated in parenthesis

Gordon, E. W. & Wilkerson, D. A. - Compensatory Education for the Disadvantaged: Programs and Practices - Pre-school Through College
College Entrance Examination Board, 1966 (FAMU)

Grambs, J. D. - Schools, Scholars, and Society (Rev. Ed.)
Prentice-Hall, 1978 (FSU) (FAU)

Gutek - Historical Introduction to American Education
T. Y. Crowell, 1970 (FAU)

Hall - Beyond Culture
Anchor Doubleday, 1977 (USF)

Havighurst, R. & Levine, D. - Society and Education
Allyn and Bacon, 1979 (JU)

Johansen, J. H. et al - American Education, an Introduction to Teaching (3rd Ed.)
Wm. C. Brown, 1979 (FIT)

Johansen, J. H., Collins, H. W., Johnson, J. A. - American Education - The Task and the Teacher (2nd Ed.)
Wm. C. Brown, 1978 (FLAGLER)

Johnson, J. - Introduction to the Foundations of Education (4th Ed.)
Allyn and Bacon, 1979 (UM) (FSC)

Kassof - The Soviet Youth Program
No publisher, no date (UF)

Kneller - Introduction to the Philosophy of Education
J. Wiley, 1971 (FAU)

Lemley, C. R. - Johnny Knows the Law, Do You?
The University of West Florida, 1978 (UWF)

Mason, R. E. - Contemporary Educational Theory
David McKay, 1972 (UF)

Menaker, J. & Pollack, E. - Emerging Educational Issues
Little, Brown, & Co., 1974 (FIT)

Miller, H. L. - Social Foundations of Education: An Urban Focus
Holt, Rinehart, & Winston, 1978 (USF)

Moma, V. C. & Pai, Y. - Philosophy and the American School
Houghton-Mifflin, 1976 (BARRY)

Prichard, K. W. & Buxton, T. - Concepts and Theories in Sociology of Education
Professional Ed. Publications, 1973 (NOVA)

Reutter, E. E., Jr. & Hamilton, R. R. - The Law of Public Education
The Foundation Press, 1979 (U. TAMPA)

Ross, P. - Trouble in School
Avon, 1979 (USF)

Schultz, F. - Education
Dushkin Publishing Co., 1979 (U. MIAMI)

Strickland, R., Phillips, J. F., & Phillips, W. R. - Avoiding Teacher Malpractice: A Practical Legal Handbook for the Teaching Profession.
Hawthorn Books, 1976 (U. TAMPA)

Swift, D. W. (ed.) - American Education: A Sociological View
Houghton-Mifflin, 1976 (ROLLINS)

Tyack, D. B. - Turning Points in American Educational History
Blaisdell, 1967 (UF)

Van Scotter - Foundations of Education: Social Perspectives
Price, 1979 (USF)

Walton, D. A. - Realms of Teaching: An Introduction to American Education
Rand McNally, 1979 (ST. LEO)

Wingo, M. G. - Philosophies of American Education
Heath, 1974 (USF)

Worshofsky - Doomsday
Pocketbooks, 1977 (USF)

Wynn, DeYoung, Wynn - American Education (8th Ed.)
McGraw Hill, 1977 (WARNER SOUTHERN)

2. METHODS

AAAS - Science Methods for Elementary Teachers
Zerox Corp., 1970 (ROLLINS)

Alexander, W. M. - The High School in the Future
Charles E. Merrill, 1968 (FAMU)

Amidon, E. & Hunter, E. - Improving Teaching
Rinehart & Winston, 1966 (FAMU)

Anderson, P. S. & Lapp, D. - Language Skills in Elementary Education
MacMillan Publishing Co., 1979 (UNIV. of TAMPA)

Anderson & Van Dyke - Secondary School Administrations
Houghton-Mifflin, 1972 (WARNER SOUTHERN)

Blitz, B. - The Open Classroom: Making it Work
Allyn and Bacon, 1973 (FAMU)

Bruner, J., et al - Studies in Cognitive Growth
John Wiley & Sons, 1967 (FAMU)

Burmeister, L. E. - Reading Strategies for Middle and Secondary School Teachers
Addison Wesley, 1978 (FLAGLER)

Cain, S. E. & Evans, J. M. - Sciencing - An Involvement Approach to Elementary Science Methods
Charles E. Merrill, 1979 (WARNER SOUTH.) (ROLLINS)

Cartwright, C. A. & Cartwright, P. G. - Developing Observation Skills
McGraw-Hill Book Co., 1974 (FAMU)

Callahay & Clark - Teaching in the Secondary School
MacMillan, 1977 (WARNER SOUTH.)

Chastain, K. - Developing Second Language Skills
Rand McNally, 1976 (UNIV. of FLORIDA)

Clarizio, H. - Toward Positive Classroom Discipline
John Wiley & Sons, 1971 (FIU)

Commager, A. S. - The People and Their Schools
Phi Delta Ka-pa Educational Foundation (Bloomington, Indiana) 1976 (UNIV. OF W. FLORIDA)

Cooper, J. M. et al - Classroom Teaching Skills: A Handbook
D. C. Heath & Co., 1977 (UNIV. OF W. FLORIDA)

Cooper, J. M. & Ryan, K. - Those Who Can Teach
Houghton-Mifflin Co., 1975 (UNIV. OF W. FLORIDA)

Corwin, R. G. & Edelfelt, R. A. - Perspectives on Organizations - Viewpoints for Teachers
American Association of Colleges for Teacher Education (Washington, D. C.) 1976 (UNIV. OF W. FLORIDA)

Cremin, L. - The Transformation of the School
A Vintage Book (Alfred A. Knopf), 1961 (FAMU)

Croft, D. J. & Hess, R. - An Activities Handbook for Teachers of Young Children
Houghton-Mifflin, 1975 (ECKERD)

Dechant, E. - Reading Improvement in the Secondary School
Prentice-Hall, 1973 (FIT)

DeYoung, C. A. & Wynn, R. - American Education
McGraw-Hill, 1968 (FAMU)

Douglas, H. R. - The High School Curriculum
Ronald Press Co., 1964 (FAMU)

Dunn, R. & Dunn, K. - Teaching Students Through Their Individual Learning Styles: A Practical Approach
Reston Publishing Co., 1978 (FLAGLER)

Eldon, E. - Locating and Correcting Reading Difficulties
Charles Merrill, 1977 (FSC)

Ewigaud, J. (Ed) - Developing Teaching Competencies
Prentice-Hall, 1971 (NOVA)

Forgan, H. W. & Mangrum, C. - Teaching Content Area Reading Skill
Charles Merrill, 1976 (FSC)

Foster, W. S. & Jacobs, N. (Eds) - The Beginning Elementary Teacher
Burgess Publishing Co., 1970 (UNIV. OF W. FLORIDA)

Freiber, Cooper, & Ryan - Those Who Can Teach: A Learning Guide
Houghton-Mifflin Co., 1977 (UNIV. of W. FLORIDA)

Freire, P. - Pedagogy of the Oppressed
Seaburg Press, 1970 (FLAGLER)

Funk, H. D. & Olberg, R. T. - Learning to Teach in the Elementary School: Introductory Readings
Dodd, Mead, & Co., 1971 (UNIV. of W. FLORIDA)

Gaitskell, C. D. - Children and Their Art
Harcourt Brace Jovanovich, Inc., 1975 (WARNER SOUTH.)

Ginott, H. - Teacher and Child
(Avon) MacMillan, 1972 (FSC) (UNIV. of NO. FLORIDA)

Gordon, T. - Teacher Effectiveness Training
David McKay, 1974 (FSC)

Gramke, J. D. & Carr, J. - Modern Methods in Secondary Education
Holt, Rinehart, & Winston, 1979 (FAMU)

Gregory, T. B. - Encounters With Teaching
Prentice-Hall, 1972 (FIT)

Gruttner, F. H. - Teaching Foreign Language
Harper & Row, 1969 (UF)

Hall, Ribovich, & Ramig - Reading and the Elementary School Child
D. Van Nostrand, 1979 (FSC)

Hallahan, D. P. & Kauffman, J. M. - Exceptional Children
Prentice-Hall, 1978 (FSC)

Hand, H. - Principles of Public Secondary Education
Ronald Press Co., 1958 (FAMU)

Hass, G., Bondi, J., & Wiles, J. - Curriculum Planning: A New Approach
Allyn and Bacon, 1974 (FAMU)

Havighurst, R. & Neugarten, B. - Society and Education
Allyn and Bacon, 1973 (FAMU)

Heilman, A. W. - Principles and Practices of Teaching Reading
Charles E. Merrill, 1977 (FLAGLER) (UNIV. of TAMPA)

Henry & Beasley - Supervising Student Teachers
Sycamore Press, 1977 (ECKERD)

Hertzler, J. O. - The Sociology of Language
Random House, 1965 (FAMU)

Hill, W. R. - Secondary School Reading
Allyn and Bacon, 1979 (JACKSONVILLE UNIV.)

Hillson, M. - Change & Innovation in Elementary School Organization
Holt, Rinehart, & Winston, 1965 (FAMU)

Hipple, T. W. - Secondary School Teaching Problems & Methods
Goodyear Publishing Co., 1970 (FAMU)

Hoover, K. H. - The Professional Teacher's Handbook
Allyn and Bacon, 1976 (ECKERD)

Hunt, T. McV. - Intelligence and Experience
Ronald Press, 1961 (FAMU)

Inlow, G. M. - Maturity in High School Training
Prentice-Hall, Inc., 1970 (FAMU)

Jackson, P. W. - Life in Classrooms
Holt, Rinehart, & Winston, Inc., 1968 (FAMU)

Jarolimek, J. & Foster, C. D. - Teaching and Learning in the Elementary School
MacMillan Publishing Co., 1976 (ECKERD)

Johnston, E. & Faunce, R. - Student Activities in the Secondary School
Ronald Press Co., 1952 (FAMU)

Joiner, E. & Westphal, P. (Eds) - Developing Communication Skills
Newbury House Publishers, 1978 (UF)

Kahle, J. B. - Teaching Science in the Secondary School
D. Van Nostrand, 1979 (FIT)

Kennedy, E. C. - Classroom Approaches to Remedial Reading
F. E. Peacock, 1977 (FSC)

Kim, E. & Kellough, R. - A Resource Guide for Secondary School Teaching
MacMillan Publishing Co., 1978 (UNIV. of TAMPA) (FSC) (FIT) (UNIV. of MIAMI)

Kindes, J. S. - Using Instructional Media
D. Van Nostrand, 1973 (WARNER SOUTH.)

Krug, E. A. - The Secondary School Curriculum
Harper & Row, 1960 (FAMU)

Lamb, P. & Arnold, R. - Reading: Foundations and Instructional Strategies
Wadsworth Publishing Co., 1976 (UNF)

Landreth, C. - Early Childhood: Behavior and Learning
Alfred A. Knopf, 1967 (FAMU)

Lapp, D. & Flood, J. - Teaching Every Child to Read
MacMillan Publishing Co., 1978 (ECKERD)

Larson, K. - School Discipline in an Age of Rebellion
Parker Publishing Co., Inc., 1972 (FAMU)

Lorenz, Konrod - Evolution and Modification of Behavior
University of Chicago Press, 1965 (FAMU)

Mager, R. F. - Preparing Instructional Objectives
Fearon Publishing Co., 1975 (UNF)

Michaelis - Social Studies for Children in a Democracy (6th Ed.)
Prentice-Hall, 1976 (WARNER SOUTH.)

Moss, Theodore - Middle School
Houghton-Mifflin Co., 1969 (FAMU)

National Study of School Evaluation - Evaluation Criteria for the Evaluation of Secondary
National Study of School Evaluation, 1978 (FAMU)

Nelson, A. - Developmental Objectives and Instructional Techniques
Mimeo, 1979 (FAU)

Packard, R. G. - Education and Teaching: 21 Performance Based Units For An Introduction to Education
Charles E. Merrill, 1974 (USF)

Pulardy, J. M. - Elementary School Curriculum: An Anthology of Trends And Challenges
MacMillan Publishing Co., 1971 (FAMU)

Petty, W. F. (Ed) - Curriculum for Modern Elementary School
Rand McNally College Publishing Co., 1976 (FAMU)

Petty, W. T., Petty, D. C., & Becking, M. F. - Experience in Language: Tools and Techniques for Language Arts Methods
Allyn and Bacon, 1973 (FAMU)

Piaget, J. (Translated by D. Cottman) - Science of Education And The Psychology Of The Child
Orion Press, 1970 (FAMU)

Popham, D. F. - Foundations of Secondary Education: Historical, Comparative, and Curricular
Burgess Publishing Co., 1969 (FAMU)

Popham, W. J. & Baker, E. L. - Planning and Instructional Sequence
Prentice-Hall, 1970 (USF) (FIU)

Popham, W. J. & Baker, E. L. - Classroom Instructional Tactics
Prentice-Hall, 1973 (USF)

Popham, W. J. & Baker, E. L. - Systematic Instruction
Prentice-Hall, 1970 (USF) (FIU)

Porody, O. F. - The Principal and Staff Deal With Discipline
Teachers College Press, 1965 (FAMU)

Postman, N. & Weingartner, C. - The School Book
Dell Publishers, 1973 (FSC)

Ragan, W. & Shepherd, G. - Modern Elementary Curriculum
Holt, Rinehart, & Winston, 1977 (FSC)

Ragan, W., Wilson, J., & Ragan, T. - Teaching in the New Elementary School
Holt, Rinehart, & Winston, 1972 (FAMU)

Ranson, G. A. - Preparing to Teach Reading
Little Brown and Co., 1978 (UF)

Reid - Teaching Speech
McGraw-Hill, 1971 (WARNER SOUTH.)

Renner, J. W. - Guiding Learning in the Elementary School
Harper & Row, 1973 (FAMU)

Rice, D. L. - Classroom Behavior From A to Z
Pearon Publishers, 1974 (FAMU)

Roe, B. D., Stoodt, B. D., & Burns, P. C. - Reading Instruction in The Secondary School
Rand McNally, 1978 (UNIV. of TAMPA)

Rogers, C. R. & Coulson, W. R. (Eds) - Freedom to Learn
Charles E. Merrill, 1969 (FLAGLER)

Romine, S. - Building the High School Curriculum
Ronald Press Co., 1954 (FAMU)

Ryans, D. C. - Characteristics of Teachers
American Council on Education, 1960 (FAMU)

Saylor, J. G. & Alexander, W. M. - Curriculum Planning for Schools
Holt, Rinehart, & Winston, 1974 (ROLLINS)

Silkerman, C. E. - Crisis in the Classroom
Random House, 1970 (FAMU)

Silkerman, C. E. (Ed) - The Open Classroom Reader
Random House, 1973 (FAMU)

Simpson, E. A. - Helping High School Students Read Better
Science Research Associates, Inc., 1954 (FAMU)

Smith, C. B. - Teaching Reading in Secondary School Content Subjects
Holt, Rinehart, & Winston, 1978 (JACKSONVILLE UNIVERSITY)

Smith, F. R. & Cox, C. B. - Secondary Schools in a Changing Society
Holt, Rinehart, & Winston, 1976 (UNIV. of MIAMI)

Stallings, Jane A. - Learning to Look: A Handbook on Classroom Observation and Teaching Methods
Wadsworth Publishing Co., 1977 (FAMU)

Stone, J. & DeSevi, D. - Teaching Multi-Cultural Populations
Holt, Rinehart, & Winston, 1971 (FIU)

Storen, H. F. - The Disadvantaged Early Adolescent: More Effective Teaching
McGraw-Hill, 1968 (FAMU)

Sutherland & Arbuthnot - Children and Books (5th Ed)
Scott, Foresman, & Co., 1977 (WARNER SO.)

Teiv, H., Karplus, R., & Knott, R. - Material Objects
Rand McNally, 1978 (ROLLINS)

Torrance, P. E. - Guiding Creative Talent
Prentice-Hall, 1962 (FAMU)

Troutman & Lichtenberg - Mathematics: A Good Beginning
Brooks/Cole Publishing Co., 1977 (WARNER SO.)

Trump, J. L. & Miller, D. F. - Secondary School Curriculum Improvement
Allyn & Bacon, 1979 (FSC)

Tyler, R. W. - Basic Principles of Curriculum Instruction
The University of Chicago Press, 1969 (UNIV. of W. FLA.)

Uhl, W. L. - Secondary School Curriculum
The MacMillan Co., 1927 (FAMU)

VanTil, W. - Secondary Education: School and Community
Houghton-Mifflin, 1978 (FAMU)

Venable, T. C. - Patterns in Secondary School Curriculum
Harper and Brothers, 1958 (FAMU)

Wiles, J. & Bondi, J. - Curriculum Development: A Guide to Practice
Charles E. Merrill, 1979 (USF)

Wiles, K. & Patterson, F. - The High School We Need
Association for Supervision and Curriculum Development
1959 (FAMU)

Wilson, R. M. & Hull, M. A. - Programmed Work Attack for Teachers
Charles E. Merrill, 1974 (UWF)

Wittich & Schuller - Instructional Technology: Its Nature and Use
Harper & Row, 1979 (FSU)

------- Elementary Science Study
Houghton-Mifflin, 1965 (ROLLINS)

3. MEASUREMENT

Bauernfeind, R. H. - Building a School Testing Program
Houghton-Mifflin, 1963 (FAMU)

Chase, C. I. - Measurement for Educational Evaluation
Addison Wesley Publishing Co., No Date (USF)

Collins, W. W., Johansen, J. H., & Johnson, J. A. - Educational Measurement and Evaluation
Scott, Foresman, & Co., 1969 (FLAGLER) (USF)

Gronlund, N. E. - Constructing Achievement Tests
Prentice-Hall, Inc., 1968 (FIU) (UWF) (ST. LEO) (FAU)

Hills, J. R. - Measurement and Evaluation in the Classroom
Charles E. Merrill, 1976 (FAMU)

Lien, A. J. - Measurement and Evaluation of Learning
Wm. C. Brown, 1976 (FIT) (USF)

Lindvall, C. M. & Nitko, A. J. - Measuring Pupil Achievement and Aptitude
Harcourt Brace Jovanovich, 1975 (NOVA) (FAMU)

Mehrens, W. A. & Lehmann, I. J. - Standardized Tests in Education
Holt, Rinehart, & Winston, 1975 (USF)

Noll, V. H. - Introduction to Educational Measurement
Houghton-Mifflin Co., 1965 (FAMU)

Stanley, J. C. & Hopkins, K. D. - Educational and Psychological Measurement and Evaluation
Prentice-Hall, Inc., 1972 (FAMU)

Thorndike, R. L. & Hagen, E. - Measurement and Evaluation in Psychology and Education
John Wiley & Sons, 1969 (UNIV. of TAMPA) (USF)

Turney, B. L. & Robb, G. P. - Statistical Methods for Behavioral Science
Intex Educational Publishers, No Date (USF)

Carmel, L. J. - Measurement and Evaluation in the Schools
MacMillan Publishing Co., 1970 (USF)

Administrator's Manual, etc. - California Test & Basic Skills

Administrator's Manual, etc. - Metropolitan Achievement Tests

Administrator's Manual, etc. - Stanford Achievement Tests

4. EDUCATIONAL PSYCHOLOGY

Anderson, R. C. & Faust, G. - The Science of Instruction and Learning
Dodd, Mead, 1973 (FSC)

Ausubel, D. P. - Educational Psychology - A Cognitive View
Holt, Rinehart, & Winston, 1968 (FAMU)

Ausubel, D. P. & Robinson, F. - School Learning
Holt, Rinehart, & Winston, 1979 (UNIV. of TAMPA)

Azaroff, B. S. & Mayer, G. R. - Applying Behavior Analysis Procedures With Children
Holt, Rinehart, & Winston, 1977 (USF)

Benard, H. W. - Psychology of Learning and Teaching
McGraw-Hill Book Co., 1972 (FAMU)

47

Biehler, Robert - Psychology Applied to Teaching
Houghton-Mifflin, 1978 (NOVA) (FAU) (FLAGLER) (JACKSONVILLE UNIV.)

Bigge, M. L. - Learning Theories for Teachers
Harper & Row, 1976 (WARNER SO.)

Blackham, G. I. & Silberman, A. - Modification of Child and Adolescent Behavior
Wadsworth Publishing Co., Inc., 1975 (FLAGLER)

Canfield, J. & Wells, H. C. - 100 Ways to Enhance Self-Concept in The Classroom
Prentice-Hall, 1976

Charles, C. M. - Educational Psychology: The Instructional Endeavor
Mosby, 1976 (FAMU)

Craig, R. C. - Contemporary Educational Psychology: Concepts, Issues, and Applications
Wiley Publishers, 1975 (FAMU)

DeCecco, J. P. - The Psychology of Learning & Instruction: Educational Psychology
Prentice-Hall, 1968 (FAMU)

DeCecco, J. P. & Crawford, W. - The Psychology of Learning and Instruction: Educational Psychology
Prentice-Hall, 1974 (UNIV. of TAMPA)

DiVesta & Thompson, G. - Educational Psychology: Instruction And Behavioral Change
Appleton-Century-Crofts, 1970 (FAMU)

Gage & Berliner & Bierley - Educational Psychology and the Study Guide
Rand McNally, 1979 (USF) (UF)

Gibson - Psychology for the Classroom
Prentice-Hall, 1979 (ROLLINS)

Glasser, W. - Schools Without Failure
Harper & Row, 1969 (FLAGLER)

Good & Brophy - Educational Psychology: A Realistic Approach
Holt, Rinehart, & Winston, 1977 (ECKERD)

Gordon, T. - T. E. T. (Teacher Effectiveness Training)
Alfred A. Knopf, Inc., 1974 (FLAGLER)

Greenberg, H. M. - Teaching With Feeling
Pegasus, 1969 (UNF)

Guardo, C. J. - The Adolescent as Individual: Issues and Insight
Harper & Row, 1975 (UF)

Hamacheck, D. - Encounters With Self
Holt, Rinehart, & Winston, 1971 (FIU)

Hergenhahn, B. R. - An Introduction to Theories of Learning
Prentice-Hall, Inc., 1976 (UNF)

Hetherington, E. M. & Parke, R. D. - Child Psychology: A Contemporary Viewpoint
McGraw-Hill Book Co., 1979 (FSC)

Holmes, D. L. & Morrison, F. J. - The Child - An Introduction to Developmental Psychology
Brooks/Cole, 1979 (FLAGLER)

Homme, L. - How To Use Contingency Contracting In The Classroom
Research Press, 1976 (USF)

Hurlock, E. - Child Development
McGraw-Hill Book Co., 1978 (ECKERD)

Kennedy, W. A. - Child Psychology
Prentice-Hall, 1975 (FSU)

Krumboltz, J. D. & Krumboltz, H. B. - Changing Children's Behavior
Prentice-Hall, 1972 (UNF)

LaFrancois - Psychology for Teaching: A Bear Always/Usually Faces Front
Wadsworth Publishing Co., 1978 (USF)

Lafrancois, G. R. - Psychological Theories and Human Learning: Kongor's Report
Brooks/Cole, 1972 (JACKSONVILLE UNIV.)

LaRey, B. & Johnson, M. - Psychology for Instruction
Scott, Foresman, & Co., 1978 (FIT)

Malott - Contingency Management
Behaviordelia, 1970 (USF)

Mouly, G. J. - Psychology for Effective Teaching
Holt, Rinehart, & Winston, 1973 (BARRY)

O'Connell, V. & O'Connell, A. - Choice and Change
Prentice-Hall, 1974 (JACKSONVILLE UNIV.)

Ouanty, C. & Davis, A. - Observing Child: A Child Development Manual
Alfred Polshing, 1974 (FSC)

Owen, S., Blount, H. P., & Moscow, H. - Educational Psychology: An Introduction
Little, Brown, & Co., 1978 (FAMU)

Pitts, C. E. - Introduction to Educational Psychology: An Operant Conditioning Approach
Crowell Publishers, 1971 (FAMU)

48

58

Sprinthall, R. C. & Sprinthall, N. A. - Educational Psychology: A Developmental Approach
Addison Wesley, 1976 (UNIV. of MIAMI) (UF)

Stone, L. J. & Church, J. - Childhood and Adolescence: A Psychology of the Growing Person
Random House, 1979 (ST. LEO) (JACKSONVILLE UNIV.)

VanderZanden, J. W. - Human Development
Knopf, 1978 (UNF)

Vargas, J. S. - Behavioral Psychology for Teachers
Harper & Row, 1977 (USF)

Yussen, S. R. & Santrock, J. W. - Child Development: An Introduction
William C. Brown, 1978 (UNIV. of FLORIDA)

8. DOMAIN OF LIBRARY JOURNALS

AMERICAN SCHOOL & UNIVERSITY	(370.5 A 5132)
AMERICAN TEACHER	(370.5 A 51271)
AUDIO - VISUAL INSTRUCTION	(370.5 A 9122)
EDUCATION	(370.5 E 24)
EDUCATION & URBAN SOCIETY	(370.5 E 2414)
THE EDUCATION DIGEST	(370.5 E 2462)
THE EDUCATION FORUM	(370.5 E 246)
EDUCATIONAL HORIZONS	(370.5 E 258)
EDUCATIONAL LEADERSHIP	(370.5 E 247)
EDUCATIONAL RECORD	(370.5 E 25)
EDUCATIONAL STUDIES	(370.5 E 2495)
THE ELEMENTARY SCHOOL JOURNAL	(370.5 E 38)
HARVARD EDUCATIONAL REVIEW	(370.5 H 339)
INEQUALITY IN EDUCATION	(370.5 1422)
THE INSTRUCTOR	(370.5 I 591)
INTEGRATED EDUCATION	(370.5 1616)
INTERCHANGE	(370.5 16132)
JOURNAL OF COOPERATIVE EDUCATION	(370.5 J 8615)
JOURNAL OF EDUCATION	(370.5 J 869)
JOURNAL OF TEACHER EDUCATION	(370.5 J 868)
LIBERAL EDUCATION	(370.5 A 84ab)
MAN/SOCIETY/TECHNOLOGY	(370.5 J 8663)
NEGRO EDUCATIONAL REVIEW	(370.5 N 393)
PEABODY JOURNAL OF EDUCATION	(370.5 P 352)
PHI DELTA KAPPAN	(370.5 P 5431)

SCHOOL & COMMUNITY	(370.5 S 3729)
SCHOOL REVIEW	(370.5 S 3728)
STUDIES IN PHILOSOPHY & EDUCATION	(370.5 S 935)
TEACHER	(370.5 G 732)
THEORY INTO PRACTICE	(370.5 T 396)
THRUST FOR EDUCATION LEADERSHIP	(370.5 T 531)
TODAY'S EDUCATION	(370.5 N 111)
UNIVERSITIES QUARTERLY	(370.5 V 581)
URBAN REVIEW	(370.5 U 72)
THE VOLTA REVIEW	(370.5 V 936)

C. STATE DEPARTMENT PUBLICATIONS

Capsule Report - 1975-76, 1976-77, 1977-78

School Predicted Scores - 1975-76
School Predicted Graphs - 1976-77, 1977-78

Guide to Predicted Graphs - 1976-77, 1977-78

An Analysis of the Results of the Florida Educational Assessment using the NAEP Model, Reading and Mathematics - 1974-75

A summary of Reading Results: NAEP, 1974-75

A summary of Mathematics Results: NAEP, 1974-75
"Everyone's Concern" - A brochure, summary of NAEP, 1974-75
State and District Report of Results, 1978-79

A Guide to 1977-78 Statewide Assessment Results: update 1978-79, 1979-80
Brochures;
Basic Skills Test Results 1976-77, 1977-78, 1978-79
"The Test" Brochures, 1977-78, 1978-79

50

The following publications are available from the Educational Products Distribution Section:

A Reference Source of Tests and Other Evaluation Instruments, #54

Catalog of State-Adopted Textbooks, 1979-80

Education Policy for the State of Florida, 1975

Florida is Going Metric, #23

Florida's Public Education Program, Winter 1976, #59

Focus on Public Education in Florida, February 1978. Annual Report of the Commissioner of Education, #64

Guidelines for Student Teaching in Florida, Spring 1977, #83

Oral Communication, 1974, #721

State Board of Education Regulations

Techniques for Teaching Remedial Cases, #53

The following publications are available only to educators requesting on letterhead:

Language Arts Instruction Based on Identification of Student Performance Needs, #132

Math Instruction Based on Identification of Student Performance Needs, #131

Reading Instruction Based on Identification of Student Performance Needs, #130

Florida Competency Based Teacher Education Modules

Cluster II:	Planning Skills for Teachers
Cluster III:	Presentation Skills for Teachers
Cluster IV:	Classroom Procedures
Cluster V:	Questioning Skills
Cluster VI:	Assessment

Other Florida Competency Based Teacher Education Modules

Generic Teaching Competencies

Florida Catalogs of Pupil Objectives

Comprehensive Health Education

Diagnostic-Prescriptive Reading System

- APPENDIX C -

References for Writing Subtest

REFERENCES FOR WRITING SUBTEST

Abrams, M. H. The Mirror and the Lamp. New York: W. W. Norton, 1953.

Anderson, S. B., et al., eds. Encyclopedia of Educational Evaluation. San Francisco: Jossey-Bass, 1975.

Association of English Teachers of Western Pennsylvania. Suggestions for Evaluating Senior High School Writing. Pittsburgh, PA: no data.

Bardy, J. An Investigation of the Written Examination. Philadelphia, PA: University of Pennsylvania Press, 1923.

Barrett, L. S., and Kroll, B. M. "Some Implications of Cognitive-Development Psychology for Research in Composing," pp. 49-58 in C. Cooper and L. Odell, eds., Research in Composing. Urbana, IL: NCTE, 1978.

Benveniste, E. Categories of Thought and Language. Coral Gables, FL: University of Miami Press, 1971.

Bernstein, B. "Social Class, Linguistic Codes, and Grammatical Elements," Language and Speech, 5, 1962, pp. 221-31.

Bernstein, R. S., and Tanner, B. R. "The California High School Proficiency Examination: Evaluating the Writing Sample." University of California at Berkeley, 1977. ERIC Document No. ED 147 806. Microfiche.

Bond, J. T., and Tamor, L. "Determining the Validity and Dependability of Writing Tests." Ypsilanti, MI: High/Scope Educational Research Foundation. Paper delivered at the 1979 meeting of the National Conference on Measurement in Education.

Braddock, R., Lloyd-Jones, R., and Schoer, L. Research in Written Composition. Champaign, IL: NCTE, 1963.

Braddock, R. "Evaluation of Writing Tests," pp. 118-26 in A. H. Grommon, ed., Review of Selected Published Tests in English. Urbana, IL: NCTE, 1976.

Breland, H. M. "A Study of College English Placement and the Test of Standard Written English." CEEB Research and Development Report RDR-76-77, No. 4. Princeton, NJ: Educational Testing Service, 1977.

Britton, J. L., Burgess, T., Martin, N., McLeod, A., and Rosen, H. The Development of Writing Abilities (11-18). London: Macmillan, 1975.

Britton, J. "The Composing Process and the Functions of Writing," pp. 13-28 in C. Cooper and L. Odell, eds., Research in Composing. Urbana, IL: NCTE, 1978.

Brossell, G., and Hoetker, J. "Handbook for the Writing Subtest of the Florida Teacher Competency Examination," 3 vols. Tallahassee, FL: Department of Teacher Education, State Department of Education, 1979.

California State Department of Education. "An Assessment of the Writing Performance of California High School Seniors, 1977." ERIC Document No. ED 189 036. Microfiche.

Commission on English. End-of-Year Examinations in English for College-Bound Students. Princeton, NJ: College Entrance Examination Board, 1963.

Commission on English. 12,000 Students and Their English Teachers. Princeton, NJ: 1968.

Chase, C. I. "The Impact of Some Obvious Variables on Essay Test Scores," Journal of Educational Measurement, 5, 1966, pp. 315-18.

Clark, M. Unpublished report on current research, delivered at the Canadian Council of Teachers of English Conference on Writing, Ottawa, Canada, May, 1979. Notes Only.

Coffman, W. "On the Reliability of Ratings of Essay Examinations," Research in the Teaching of English, 7, 1973, pp. 356-71. (Also pp. 80-92 in Mehrens (1976).)

Conlan, G. "ETS Programs for the Assessment of Writing. Some Considerations in Judging the Worth of an Essay Topic." Princeton, NJ: Educational Testing Service, February, 1979. Mimeographed handout.

Conlan, G. How the Essay in the CEEB English Test is Scored. Princeton, NJ: Educational Testing Service, 1976.

Cooper, C. R. "Holistic Evaluation of Writing," pp. 3-31 in C. Cooper and L. Odell, eds., Evaluating Writing. Urbana, IL: NCTE, 1977.

Cooper, C. R., and Odell, L., eds. Research on Composing. Urbana, IL: NCTE, 1978.

Cooper, C. R., and Odell, L., eds., Evaluating Writing. Urbana, IL: NCTE, 1977.

Cox, R. "Reliability and Validity of Examinations," in J. Lauwerys and D. Scanlon, eds., The World Yearbook of Education, 1969: Examinations. London: Evans Brothers, 1969.

Council on Teacher Education. "Minutes: January 15-17, 1979." Tallahassee, FL: Department of Teacher Education, 1979.

Davis, D., and Taft, R. "Measure of Preference for Speaking Rather Than Writing and Its Relationship to Expressive Language Skills in Adolescents," Language and Speech, 19, 1976, pp. 224-35.

Daly, J., and Shamo, W. G. "Writing Apprehension and Occupational Choice," Journal of Occupational Psychology, 49, 1976, pp. 55-6.

Dick, W., and Hagerty, N. Topics in Measurement. New York: McGraw-Hill, 1971.

Diederich, P. Measuring Growth in English. Urbana, IL: NCTE, 1974.

Diederich, P., French, J. W., and Carlton, S. Factors in Judgments of Writing Ability. Princeton, NJ: Educational Testing Service, 1961.

DuCette, J., and Wolk, S. "Test Performance and the Use of Optional Questions," pp. 104-11 in W. A. Mehrens, ed., Readings in Measurement and Evaluation in Education and Psychology. New York: Holt, Rinehart, and Winston, 1976.

Duke, C. R. "Basic Writing Skills Assessment Project: An Interpretive Report." Plymouth (NH) State College, 1974. ERIC Document No. ED 153 245. Microfiche.

Ebel, R. "The Characteristics and Uses of Essay Tests," pp. 84-123 in Measuring Educational Achievement. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Educational Research Institute of British Columbia. "English Placement Test (EPT): Project Technical Report for May Test, 1977." Vancouver, B. C.: September, 1977. ERIC Document No. ED 152 817. Microfiche.

Educational Testing Service. The College Board Admission Testing Program: A Technical Report on Research and Development Activities.... New York: College Entrance Examination Board and Educational Testing Service, 1971.

Educational Testing Service. State Educational Assessment Programs. Princeton, NJ: Educational Testing Service, 1971.

Educational Testing Service. Index to Educational Testing Service Research Reports. Princeton, NJ: Educational Testing Service, various dates.

Educational Testing Service. Locating Information on Educational Measurement. New York: Educational Testing Service, 1969.

Elbow, P. Writing Without Teachers. New York: Oxford University Press, 1971.

Emig, J. "Hand, Eye, Brain: Some 'Basics' in the Writing Process," pp. 59-72 in C. Cooper and L. Odell, eds., Research in Composing. Urbana, IL: NCTE, 1978.

Emig, J. The Composing Processes of Twelfth Graders. Champaign, IL: NCTE, 1971.

Erickson, R. C., and Wentling, T. L. Measuring Student Growth. Boston: Allyn and Bacon, 1976.

Foley, J. "Evaluation of Learning in Writing," pp. 767-813 in B. Bloom et al., eds., Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Follman, J. C., and Anderson, J. A. "An Investigation of the Reliability of Five Procedures for Grading English Themes," Research in the Teaching of English, 1, 1967, pp. 190-200.

Fort Valley College (Georgia). "An Examination of the Effects of Time for Administration on Students' Performance on the Language Skills Examination of the Georgia Regents Testing Program, 1974." Abstract in Roberts and Rentz (1977).

Freedman, S. "The Evaluation of Student Writing." San Francisco State College, 1978. ERIC Document No. Ed 157 079. Microfiche.

Freedman, S. "Influences on the Evaluators of Student Writing." Unpublished doctoral dissertation, Stanford University, 1977.

Godschalk, F. I., Swineford, F., and Coffman, W. E. The Measurement of Writing Ability. New York: College Entrance Examination Board, 1966. See also the essay reviews of this study: Becker, S. L., Steinmann, M., and Godschalk, F. I., "Roundtable Review," Research in the Teaching of English, 1, 1967, pp. 76-88.

Grommon, A. H., et al., eds. Review of Selected Published Tests in English. Urbana, IL: NCTE, 1976.

Harris, D. P. "The Testing of Student Writing Ability," pp. 137-45 in G. Tate, ed., Reflections on High School English. Tulsa, OK: University of Tulsa Press, 1966.

Henderson, F. M. "An Analysis of Essay Evaluations Among Raters from Four Institutions in the University System of Georgia. Unpublished research project, Nova University (FL). Abstract in Roberts and Rentz (1977).

Hirsch, E. D. The Philosophy of Composition. Chicago: University of Chicago Press, 1977.

Hoffman, B. The Tyranny of Testing. New York: Crowell-Collier, 1962.

Hoffman, E. M., and Shifsky, J. "Designing Writing Assignments," English Journal, 66, 1977, pp. 41-5.

Hogan, C. "Let's Not Stop the Impromptu Test Essay Yet," Research in the Teaching of English, 11, 1977, pp. 219-25.

Hudson, B. Assessment Techniques. London: Methuen Educational, 1973.

Huntley, R. M., Schmeiser, C. B., and Stiggins, R. J. "The Assessment of Rhetorical Proficiency: The Role of Objective Tests and Writing Samples." American College Testing Program. Unpublished Paper delivered at the 1979 meeting of the National Conference on Measurement in Education.

Illinois Association of Teachers of English. "A Thousand Topics for Composition," Illinois English Bulletin, February, 1971, entire issue.

Janzen, H. L., and Hallworth, H. J. "Demographic and Biographic Predictors of Writing Ability," Journal of Experimental Education, 4, 1973, pp. 43-53.

Jerabek, R., and Dieterich, D. "Composition Evaluation: The State of the Art. An ERIC/RCS Report," College Composition and Communication, 26, 1975, pp. 183-8.

Kinneavy, J. L. A Theory of Discourse. Englewood Cliffs, NJ: Prentice-Hall, 1971.

Klein, S. P. and Hart, F. M. - "Chance and Systematic Factors Affecting Essay Grades," Journal of Educational Measurement, 5, 1968, pp. 197-206

Koch, C. and Brazil, J. M. - "Evaluating Essays," pp. 8-12 in C. Koch and J. M. Brazil, Strategies for Teaching the Composing Process. Urbana, IL: NCTE

Kravets, N. - The Evaluation of Educational System Outputs: An Exploratory Study. Paris: International Institute for Educational Planning, 1970

Lloyd-Jones, R. - "The National Assessment of Educational Progress," SLATE Pamphlets, 2:6, October, 1977, pp. 1-3

Lloyd-Jones, R. - "Primary Trait Scoring," pp. 33-66 in C. Cooper and L. Odell, eds., Evaluating Writing, Urbana, IL: NCTE, 1977

Long, L., ed. - Writing Exercises from "Exercise Exchange." Urbana, IL: NCTE, 1976

Macintosh, H. G. - Techniques and Problems of Assessment. London: Edward Arnold, 1974. (Especially Chapters 1 and 2 on open-ended and structured essay questions.)

McClelland, D. - "Testing for Competency Rather Than Intelligence," American Psychologist, 28, 1973, pp. 1-14

McColly, W. - "What Does Educational Research Say About the Judging of Writing Ability?" Journal of Educational Research, 64, 1970, pp. 147-56

Marshall, J. C. - "Writing Neatness, Composition Errors, and Essay Grades Reexamined," Journal of Educational Research, 65, 1972, pp. 213-20

Marshall, J. C. and Powers, J. M. - "Writing, Neatness, Composition Errors, and Essay Grades," Journal of Educational Measurement, 6, 1969, pp. 97-101

Marshall, J. C. - "Composition Errors and Essay Examination Grades Reexamined," American Educational Research Journal, 4, 1967, pp. 375-85

Mehrens, W. A., ed. - Readings in Measurement and Evaluation in Education and Psychology. New York: Holt, Rinehart, & Winston, 1976

Mellon, J. C. National Assessment and the Teaching of English. Urbana, IL: NCTE, 1975.

Meyer, G. "The Choice of Questions on Essay Examinations," Journal of Educational Psychology, 30, 1939, pp. 161-71.

Moffett, J. Teaching the Universe of Discourse. Boston: Houghton-Mifflin, 1968.

Montgomery, R. J. Examinations: An Account of Their Evolution as Administrative Devices in England. Pittsburgh, PA: University of Pittsburgh Studies in Comparative Education, No. 6. (Especially pp. 232-241, "Examinations for Teachers.")

Mullis, I. V. S. "Highlights and Trends from National Assessment: Writing and Changes in Writing Trends." Education Commission of the States, 1977. ERIC Document No. ED 128 814. Microfiche.

Mullis, I. V. S. "The Primary Trait System for Scoring Writing Tasks." Education Commission of the States, 1976. ERIC Document No. ED 124 942. Microfiche.

Noyes, E. S. "Essay and Objective Tests in English," College Board Review, 49, 1963, pp. 7-10.

Odell, L., and Sage, S. "Written Products and the Writing Process." Paper delivered at the 1978 meeting of the American Educational Research Association. ERIC Document No. ED 157 059. Microfiche.

Odell, L., Cooper, C., and Courts, C. "Discourse Theory: Implications for Research," pp. 1-12 in C. Cooper and L. Odell, Research on Composing. Urbana, IL: NCTE, 1978.

Ondee, F. "An Analytic Study of the Essay Test of the Language Skills Examination in the Georgia Rising Junior Testing Program." Unpublished doctoral dissertation, University of Georgia, 1973. ERIC Document No. ED 092 949. Microfiche.

Pannwitt, B. "Putting It In Writing: Some Notes on the Teaching of Composition." Curriculum Report, No. 5, National Association of Secondary School Principals, 1976. ERIC Document No. Ed 124 946. Microfiche.

Payne, D. A. "Constructing and Scoring Essay Tests," pp. 79-91 in The Specification and Measurement of Learning Outcomes. Waltham, MA: Blaisdell Publishing, 1968.

Purves, A. "Evaluating Growth in English," pp. 230-259 in J. Squire, ed., The Teaching of English, The 76th Yearbook of the National Society for the Study of Education, Part 1. Chicago: University of Chicago Press, 1977.

Purves, A. Common Sense and Testing in English. Urban, IL: NCTE, 1975.

Regents Testing Program (Georgia). "An Examination of Student Performance on the Language Skills Examination Under Different Conditions of Time and Choice of Topic." Unpublished research study, 1974. Abstract in Roberts and Rentz (1977).

Rentz, R. R. "The Regents' Testing Program of the University System of Georgia." Unpublished document, Georgia State University, 1978.

Roberts, D. and Rentz, R. R. "Research Related to the Reliability and Validity of the Langage Skills Examination of the Regents' Testing Program. Unpublished document. Atlanta, GA: University System of Georgia, 1977.

Rosen, H. "An Investigation of the Effects of a Differentiated Writing Assignment on the Performance of a Selected Group of 15/16 Year Old Pupils." Unpublished doctoral dissertation, University of London, 1969.

Rosen, H. "Writing Prose," pp. 72-82 in B. Jackson, ed., English versus Examinations. London: Chatto and Windus, 1969.

Rushton, J., and Young G. "Elements of Elaboration in Working Class Writing," Educational Research, 16, 1974, pp. 181-8.

Sanders, S., and Littlefield, J. "Perhaps Essays Can Reflect Significant Improvement in Freshman Composition," Research in the Teaching of English, 9, 1975, pp. 145-53.

Scannell, D. P., and Marshall, J. C. "The Effects of Selected Composition Errors on the Grades Assigned to Essay Examinations," American Educational Research Journal, 3, 1966, pp. 125-30.

Schmidt, F. L., Berner, J. G., and Hunter, J. E. "Racial Differences in Validity of Employment Tests: Reality or Illusion?" Journal of Applied Psychology, 58, 1973, pp. 5-9.

Singleton, D. J. "The Reliability of Ratings on the Essay Portion of the Language Skills Examination." Unpublished doctoral dissertation, University of Georgia, 1976. University Microfilms, 77-12, 416, 152. Abstract in Roberts and Rentz (1977).

Smith, R. F. "Grading the Advanced Placement English Examination, 1974." Princeton, NJ: Educational Testing Service, 1975.

Stalnaker, J. M. "The Essay Type of Examination," pp. 495-530 in E. F. Lundquist, ed., Educational Measurement. Washington, DC: American Council on Education, 1951.

Steele, J. M. "The Assessment of Writing Proficiency via Qualitative Ratings of Writing Samples." American College Testing Program. Unpublished paper delivered at the 1979 meeting of the National Conference on Measurement in Education.

Swanson, C. "Linguistics and the Crisis in Writing." Unpublished paper delivered at the 1975 meeting of the Linguistics Association. ERIC Document No. ED 126 520. Microfiche.

Thomas, L. L. "The Evaluation of Large Scale Writing Assessment Programs." The California State University and Colleges, 1979. Unpublished paper delivered at the 1979 meeting of the National Conference on Measurement in Education.

Thorndike, R. L., and Hagen, E. Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons, 1969. (Especially the chapter on "Improving Essay Tests," pp. 76-87.)

Tyler, R. W., and Wolf, R. M. Crucial Issues in Testing. Berkeley, CA: McCutcheon, 1974.

Weaver, F. "The Composing Processes of English Teacher Candidates." Unpublished doctoral dissertation, University of Illinois, 1973.

White, E. M. "Comparison and Contrast: The 1977 California State University and Colleges Freshman English Equivalency

Examination." Long Beach, CA: English Council of the California State University and Colleges, 1977. Same title and source, 1974: ERIC Document No. Ed 114 826. Microfiche. Same title and source, 1973: ERIC Document No. Ed 114 825. Microfiche.

Whitfield v. Illinois Board of Law Examiners. 504 F.2nd 474 (1974).

Wilson, G. E., ed. Composition Situations. Champaign, IL: NCTE, 1966.

- APPENDIX D -

Content Base-
Professional Education Subtest

I. Classroom Management

A. Principles

Authorities are in general agreement that:

1. teachers have failed in instructional procedures if students misbehave.

2. one does not eliminate undesirable behavior most effectively by use of punishment,

3. teachers need tactics to deal with immediate problems and strategies for solving problems affecting an entire class,

4. teachers must understand that external motivation is a control technique, which through reinforcement may become an internal motivation drive,

5. without mutual respect, little constructive work can be accomplished,

6. democratic living depends upon mutual respect, consideration of others, and courtesy,

7. mutual respect, consideration of others, and courtesy are the cornerstones of a healthy self-concept,

8. instruction is required to demonstrate the meanings of classroom mutual respect, consideration of others, and courtesy

B. Setting Standards for Student Behavior

1. Basis for setting standards and understanding causes of misbehavior

a. Individual needs and backgrounds.

b. The nature of both individual behavioral stages of development and various levels of classes as a whole.

c. Interrelated variables and conditions which result in common predictable group reactions to establishing and adhering to classroom standards.

d. Effects of student(s)' characteristics on classroom behavior.

e. Effects of group standards and norms on individual behavior.

f. Effects of teacher characteristics on classroom behavior.

2. Desired Characteristics of Standards

a. Flexibility and modification in an emergency.

b. Enforceability of rules.

c. Clarity of rules and standards.

d. Applicability to consistency, not to specific incidents.

e. Applicability to immediate situations as well as establishing applicability to satisfactory long-term conditions.

f. Emphasis on positive rather than negative aspects of behavior.

g. Absence of sarcasm or threats.

3. Legal Considerations

Standards must be consistent with school, district and state regulations.

C. Physical Factors Involved

Some factors which are important to control of the classroom environment are:

Physical factors -

1. seating arrangement
2. type of furniture
3. lighting
4. heating
5. chalkboards
6. size of room
7. working space
8. location of materials in relation to students' desks
9. control of temperature of room
10. control of lighting
11. teacher's location

D. Safety and Emergency Procedures

1. Principles

a. The teacher's responsibility is first and foremost the protection of students.

b. Teachers should know emergency drill routines, exit doors, and reasons that specific procedures are important in specific emergencies (e.g., the effects of drafts in kindling fires).

c. Specific responsibilities in cases of emergency must be taught to students.

d. The teacher is responsible for training students so that they do not panic. Monthly drill is not enough. Safety needs to be discussed and acted out, especially with younger students.

2. Procedures

Organizations concerned with safety procedures in the event of predictable emergencies provide suggestions for the persons involved in such situations:

a. The content of emergency drills should be made known to teachers and students. Practice should follow instruction.

b. Types of emergency situations should be known: fires, bomb threat, tornado watch, flash flood interrupting bus service, sudden leader/teacher illness necessitating hospitalization, student accident or severe illness, and evacuating a school bus.

c. Procedures include evacuation of buildings/dangerous areas, calls to authorities or agency, provision of food and sleeping arrangements, use of buildings as shelters, and notification of parents.

E. Involving Students

Rationale: Authorities are in general agreement that teacher-student planning should be viewed in two important ways:

1. Students' suggestions to help in solving problems should be a part of class activities. Students can be guided and supported without imposition of a teacher's wishes and authority. The teacher's role is to offer alternatives and advice (based on prior experience).

2. When students take part in decision-making, they are likely to accept routines and procedures. Management should maximize the time that students can spend in productive work; this result of planning will enhance students' self-concepts about their abilities to make decisions. Repeated experiences of solving classroom management problems will help students develop inner controls.

VI. Development of Students

A. Phenomena and Theories

1. Scientific Method: Terms and Concepts

Observation	Cross-sectional method
Prediction	Normative studies
Control	Measurement
Case study method	Error
Experimental method	Causality
Interview method	Evaluation
Longitudinal method	Interview method

2. Developmental Phenomena

Terms and Concepts:
- Critical period
- Maternal deprivation
- Weaning
- Imprinting
- Maturation
- Socialization
- Surrogate parent
- Toilet training
- Prenatal development
- Neonate

Theoretical Bases
- J. Piaget
- S. Freud
- E. Erikson
- Kohlberg
- N. Bayley
- H. Harlow
- Gagne
- Thurstone
- Guilford
- Binet
- Terman
- Wechsler

3. Behavioral Phenomena

Terms and Concepts:

- Simple learning
- Complex learning
- Operant conditioning
- Classical conditioning
- Instrumental conditioning
- Stimulus
- Response
- Positive reinforcement
- Negative reinforcement
- Punishment
- Extinction
- Transfer
- Memory
- Frequency, recency, intensity
- Learning set
- Concept formation
- Eidetic imagery

Theoretical Bases

- Pavlov
- Skinner
- Thorndike
- Hull
- Guthrie
- McGregor
- Lorenz

4. Physical Development: Terms and Concepts

- Weight-age-height relationships
- Dental age norm
- Puberty
- Motor development
  - Age differences
  - Sex differences
- Skeletal growth and strength
- Voice changes
- Nutrition and growth
- Diseases
- Birth defects
- Abnormalities
- Growth spurt

64

5. Biological Phenomena

Terms and Concepts:

- Phenotype, genotype
- Chromosome
- Eugenics
- Gene
- DNA, RNA
- Nervous system
  - Cerebral cortex
  - Medulla
  - Cerebellum
  - Sympathetic nervous system
  - Parasympathetic nervous system
  - Autonomic nervous system
  - Peripheral nervous system
  - Involuntary nervous system
- Circulatory System
- Rh factor
- Endocrine system
  - Thyroid, adrenal, pancreatic glands
- Skeletal system
- Phylogenetic skills
- Ontogenic skills

Theoretical Bases

- Mendel
- Darwin
- Watson

80

6. Cognitive Development

Terms and Concepts:

- Creativity
- Intellectual trait
- Achievement
- Intelligence
- Aptitude
- Genius
- Retarded
- Intelligence test
- Culture-free test
- Culture-fair test
- Verbal ability
- Spatial ability
- Numerical ability
- Mental age
- Chronological age
- Language development
- Memory
  - Long-term
  - Short-term
- Abstract reasoning
- Recognition

Theoretical Bases
Piaget
Guilford
Binet
Terman
Wechsler
Lawley
Thurstone
Thorndike
Havighurst
Cattell
Otis

7. Moral development: Terms and concepts
   - Development stages (Kohlberg)
   - Universality
   - Social interaction and social experience
   - Logical reasoning and moral development

8. Personality and Emotional Phenomena

Terms and Concepts:

- Emotion
- Moods
- Love
- Jealousy
- Anger
- Depression
- Aggression
- Fear and worry
- Anxiety
- Conflict
- Frustration
- Frustration tolerance level
- Self concept
- Parental expectation
- Stress
- Threat
- Interests
- Attitude
- Motivation

Theoretical Bases
Freud
Erikson
Harlow
Levin
Maslow
McGregor
Murray
Rogers

9. Social Development Phenomena: Terms and Concepts:

- Culture
- Race
- Ethnic group
- Society
- Customs
- Mores
- Ethics
- Social class
- Social mobility
- Sociometry
- Self-fulfilling prophecy
- Nature-nuture controversy
- Psychological variables
- Sociological variables
- Birth order
- Sibling rivalry
- Cultural deprivation
- Peer culture
- Peer conformity
- Peer deprivation
- Prejudice
- Delinquency
- Environmental influences

10. Development of Values, Attitudes, and Beliefs

Terms and Concepts:

- Value
- Attitude
- Belief
- Fact
- Opinion
- Choice/consequences
- Implicit value
- Actions/beliefs
- Needs
- Wants
- Desires

Theoretical Bases

Kohlberg: Stages of Moral Development: Preconventional, conventional, post-conventional

Carkhuff-Berenson's Facilitative Processes: Empathy, respect, genuineness, concreteness

- Values/actions
- Values/beliefs
- Values clarification

11. Development of Self Concept

Terms and Concepts:

- Self
- Real self
- Perceived self
- Ideal self
- Self concept formation
- Values
- Values clarification
- Decision making
- Problem solving
- Value conflict
- "Group think"
- Deindividualization
- Subordination
- Trade-off
- Expectation
- Cost-benefit analysis
- Ability
- Sex
- Race
- Stereotyping
- Experiences
- Learning

Theoretical Bases

Riesman:
- Inner-directed
- Other directed
- Autonomy

McGregor
- Intrinsic rewards
- Extrinsic rewards

Maslow
- Deficiency needs
- Becoming needs
- Self actualization

Herzberg
- Hygiene motivators
- Satisfiers

Rotter
- Internal locus of control
- External locus of control

69

Indicators:

Facial expressions
- joy
- anger
- grief
- depression
- acceptance
- questioning (open)
- questioning (closed)
- open hostility
- discouragement
- confident
- rejection
- fright
- tension/anxiety

Postures
- open
- closed
- avoidance
- attentiveness
- burdened
- protective
- defensive

Language
- "I" statements
- assertiveness
- compromise
- empathy
- unconditional positive regard
- genuiness
- reflection of feeling
- reflection of content
- reflection of non-verbal messages
- clarification
- open-ended questions
- active listening
- respect
- passive aggressive response
- resistance
- denial
- transference
- projection
- Flander's Interaction Index
- Carkhuffs levels of Epathic Respo
- underlying feelings
- surface feelings
- content
- process

82

12. Interpersonal, Interaction Skills

Generality
- Three types of goals with which interpersonal conflict may be concerned:
  1. goals and objectives that are non-divisible, non-sharable
     a. cooperative vs. competitive resolutions
  2. goals or objectives that may be decided and shared in various proportions between parties in the conflict
  3. goals or objectives that may be fully claimed and possessed by both parties

Categories of Conflict (by level of intensity)
- controversy
- competition
- combat

Methods of Conflict Resolution
- victory and destruction
- cessation
- shared-goals resolution
- compromise
- bargaining or negotiating
- mediation
- arbitration

Models and Theories
- Berlo Model
- Information theory model
- Barnlund model
- Westley and Macheau model
- Wenburg and Wilmot model
- Yalom

Elements of Cohesiveness and Productiveness Stages
- intimacy
- sharing
- support
- cooperation
- trust
- leadership models and rewards cohesive behavior
- compliance
- identification
- corrective emotional experiences
- group leadership established
- member roles and norms established
- crisis
- prevention
- isolation
- toleration

Elements of Cohesiveness and Productiveness Stages
- compromise
- cooperation
- communication skills
- active listening
- reflection of feeling
- reflection of content
- ego strength
- habitual response patterns
  - physical
  - emotional
- means vs. ends conflict
- conflict development
- cooperative reward structure
- competitive reward structure
- presocial behavior

Communication
- communication
- metacommunication
- communication-centered teaching
- communication-centered group activities
  - improvisation
  - role-playing
  - concentration activities
    - objectifocus
    - mirroring
    - individual pantomime
    - couple pantomime
    - group pantomime
  - communication games
  - communication styles
    - "poor little manipulating me"
    - victim
    - aristocrat
    - operator
    - pedantic professor
    - macho
    - great compromiser
    - complainer
    - cut-up
    - nurturer
    - one-downmanship
    - rebel
    - mystic, guru
    - scapegoater
    - scapegoat
    - righteous-one

Generalizations
-relate issue to real life experiences of students
-establish clear choices and consequences

Techniques
-open court
-debate
-forum
-reverse role play
-caucus
-due process

Affective Symptomology
depression, despair
anxiety
frustration
fear, phobia
anger
guilt
confusion
shame
self concept
inappropriate affect

Behavioral Symptomology
rebellion
withdrawal
antisocial/a-social behavior
hysteria (loss of emotional control)
hypochondriosis
impatience
obsessiveness
compulsiveness
dependency

Causal Factors in Maladjustment
conflict
communication
real-self
ideal self
irrational thought
value conflict
problem-solving skills
self knowledge

B. Students with Special Needs

1. Characteristics to be considered

a. reading level of individual students.

b. socio-economic and cultural background of students.

c. mental and/or physical handicaps of individual students.

d. prior learning of students of the topic under study.

e. special strengths and interests of individual students.

f. learning type - auditory, visual, kinetic

2. Types of Differences

Physical Handicaps
- Handicap
- Disability
- Cerebral Palsy
- Epilepsy
- Diabetes
- Respiratory Illness
  - Tuberculosis
  - Asthma
- Prosthesis

General Concepts
- Mainstream
- Heritability
- Socialization
- Modeling
- Competition
- Cooperation
- Acculturation
- Affiliation
- Anomie
- Territoriality
- Peer Group
- Physical environment
- handicap
- disability
- status and spatial distribution
- "crowding"
- intrusion/personal space invasion
- population density
- privacy environment
- privacy
- proxemnies - study of crowding and territoriality
- public territory
- secondary territory
- secondary environment
- social density
- social distance
- territorial imperative
- ownership (property)
- time/status and worth
- space/status and worth

Cognitive Differences
- Phenotype
- Genotype
- Norm
- Abilities
- Developed Abilities

Cultural and Social Differences
- Prejudice
- Stereotyping
- Superstition
- Ethnocentrism
- Ethnic Group
- Gender Identity
- Discrimination
- Social Class
- Role Differentiation

III. Evaluating, Recording, and Reporting Student Progress

A. Evaluation Procedures

1. Types of classroom assessment techniques

a. Classification

Tests
Written
1. Objective
2. Constructed Response

Performance

Oral

Direct Observation

Retrospective Observation

Ratings
Anecdotal Records

Rating of Pupil Products

Self-Report Inventories

b. Variables assessed by measures other than written tests*

Outcome	Representative Behaviors
Skills	Speaking, writing, listening, oral reading, performing laboratory experiments, drawing, playing a musical instrument, dancing, gymnastics, work skills, study skills, and social skills.
Work habits	Effectiveness in planning, use of time, use of equipment, use of resources; the demonstration of such traits as initiative, creativity, persistence, dependability.
Social attitudes	Concern for the welfare of others, respect for laws, respect for the property of others, sensitivity to social issues, concern for social institutions, desire to work toward social improvement.
Scientific attitudes	Open-mindedness, willingness to suspend judgment, sensitivity to cause-effect relations, an inquiring mind.
Interests	Expressed feelings toward various educational, mechanical, aesthetic, scientific, social, recreational, vocational activities.
Appreciations	Feeling of satisfaction and enjoyment expressed toward nature, music, art, literature, physical skill, outstanding social contributions.
Adjustments	Relationship to peers, reaction to praise and criticism, reaction to authority, emotional stability, social adaptability.

* From Norman E. Gronlund, Measurement & Evaluation in Teaching, Third Edition. New York, Macmillan Publishing Co., Inc., 1976.

2. Guidelines for Preparing Assessment Instruments

a. Non-test Measures

(1) Guidelines for Observational Checklists

Identify the variable to be evaluated.
Construct a list of clearly observable behaviors that will be indicators of the variable.
Lists should also include the most common mistakes, or negative behaviors, if clearly identifiable.
Arrange the items on the checklist in the order in which they are likely to be observed.
Provide a simple recording process, with instructions on how to use it.

Observational Techniques

Unobtrusive measures
- student dress pattern
- seating patterns
- student interaction patterns
- student demeanor
- student questions
- critical incidents

Student products
- autobiographies
- art, music, drama
- essays

Formal procedures
- sociograms
- structured problem solving
- gaming, simulations, role playing

Use of Observation

Categories of learning needs which should first be recognized in the classroom through use of observational techniques include:
- sensory deficits
- atypical physical and social development
- emotional problems
- mental deficiency
- giftedness
- special abilities
- learning disabilities
- academic deficiencies

Sources of invalidity and unreliability in classroom observation include:
- failure to record very soon after the observation
- failure to record enough of the situation to make the observation meaningful
- failure to record factual data, especially date, time, place, persons, setting, and sequence of events.
- recording of interpretations rather than actual behaviors.
- use of value-laden terms, e.g., ". . . was bad. . ."
- failure to record both positive and negative behavioral incidents.
- failure to collect a sufficient number of observations of behavior before drawing inferences.

Categories of learning needs which should first be recognized through use of observational techniques include:

sensory deficits
atypical physical and social development
emotional problems
mental deficiency
giftedness
special abilities
learning disabilities
academic deficiencies

(2) Guidelines for Rating Scales

Compose statements of observable outcomes and, to the extent necessary, processes.
Rating scales should have approximately half of the statements in negative form.
The rating values should be defined in as objective terms as possible.
Brevity and tapping only the most essential components of a task reduce time demands.

(3) Guidelines for Anecdotal Records

Plan ahead which kinds of behavior will be observed, but recognize that significant, unexpected behaviors will also occur.
Anecdotes should be comprised of descriptions of actual events, i.e., avoid "loaded adjectives" and other forms of interpretation.
Record date, time, place.
Record as soon after the event as feasible.
Record negative behaviors if necessary; be sure to make clearly factual statements.

b. Tests

(1) Classification of Tests by Purpose

Tests and assessment techniques are classified in several different ways according to the purpose served.

a) Criterion-referenced tests--tests that are directly interpretable in terms of a specified set of instructional objectives--vs. norm-referenced tests--tests designed to rank students in order of achievement, from high to low.

b) Survey tests--tests that measure general achievement in a given area--vs. mastery tests--tests designed to show if the student has achieved enough to satisfy the minimum requirements of the course.

c) Individual tests--tests which can be administered to only one person at a time--vs. group tests--tests that can be administered to a number of individuals at the same time by one examiner.

d) Summative tests--tests used at the end of a course or unit of instruction to determine mastery of the instructional objectives and to provide results to be used in assigning grades--vs. formative tests--tests used during instruction to determine student progress and to provide feedback to students and the teacher.

e) Achievement tests--tests which measure the extent to which a student has acquired certain information or skills--vs. diagnostic tests--tests used to analyze an individual's specific areas of weakness or strength and to determine the nature of his weaknesses.

f) Tests of scholastic aptitude--tests designed to measure the general mental ability of students--vs. tests of special aptitude--tests designed to measure a broad range of educational and vocational aptitudes.

(2) **Selection of Item Types**

Selecting the item type to measure a stated objective is a matter of matching the behavior specified by the objective with the behavior measured by the test item. If the objective calls for supplying an answer, the test item should also require that the answer be supplied. If the objective asks that the student identify a fact or procedure, then the test item should also require that the fact or procedure be identified. If the objective calls for performing a procedure, then the test item should call for a performance.

(3) **Guidelines for Constructing Tests**

a. **Objective Tests**

Multiple-Choice Tests

1) The stem of a multiple choice item should clearly formulate a problem.

2) Include as much of the item as possible in the stem, but do not load the stem with irrelevant material.

3) Use a negatively stated stem only when it is important for the student to know the exceptions or to be able to detect errors.

4) The alternatives should be stated with the same clarity and preciseness as the stem. They should be relevant to the question or problem, and all should appear plausible to the uninformed or poorly prepared student.

5) Be sure there is one and only one correct or clearly best answer.

6) All of the alternatives should be grammatically consistent with the stem of the item.

7) The number of choices in multiple-choice items should be at least four; the generally preferred number is five.

8) Use "none of the above" only when the correct response is a finite value (mathematics, spelling, vocabulary): this coice is use as an option for all items in the group.

b. Constructed-Response Tests

Essay Items

1) Ask questions, or set tasks, which will require the student to demonstrate command of essential knowledge.

2) Write the question in such a way that the task is clearly and unambiguously defined for each examinee.

3) Be sure that the students do not have too many or too lengthy questions for the time available.

4) Avoid the use of optional questions.

5) Prepare a model answer in advance, deciding what points should be covered and how credit will be allowed for each.

6) If especially important decisions are to be based on the results of the test, obtain two or more independent ratings.

7) Errors in spelling, grammar, and usage should be checked in a student's written work by every teacher but should not affect the mark or grade except in language classes.

Short-answer/Completion

1) Word the item so that the required answer is both brief and definite.

2) Omit only key words in completion items.

3) Do not leave too many blanks in a statement; leave enough clues to enable the competent person to answer correctly.

4) Do not take statements directly from textbook to use as a basis for short-answer items.

5) If the answer is to be expressed in numerical units, indicate the type of answer wanted.

3. Uses of Assessment Data

a. Data Interpretation Concepts

Norm-referenced concepts (student vs. others)

mean	standard deviation	meas. of central tendency
median	percentile	meas. of dispersion
mode	stanine	age equivalent
normal curve	variance	grade equivalent
	standard score	scaled scores

Criterion-referenced concepts (student(s) against some comparison)

objective	minimum standard
domain	mastery learning

b. Formative Uses

Diagnosing students' learning needs
Planning for teaching and reteaching
Providing feedback to students

c. Summative Uses

Determining status
Predicting future performance
Evaluating programs

4. Diagnosis

a. Procedures

1) Identifies prerequisite knowledge and skills through task analysis.

2) Represents each prerequisite entry level knowledge and skill on the pre-test.

3) Determines the most direct measure (performance, test, observation, etc.), of the prerequisite entry level knowledge or skill.

The characteristics of diagnostic tests

1) Diagnostic tests are designed for identifying weaknesses in learning but not for indicating the level of proficiency.

2) Diagnostic tests indicate the typical errors a student makes, but not the causes of the errors.

3) Diagnostic tests are one tool in analyzing learning difficulties but should be supplemented with other information.

4) Diagnostic tests contain relatively easy items on a limited area of content.

5) Diagnostic tests present a profile of performance and subskills in a given subject area.

5. Inhibitors of Performance

anxiety - "test performance"
self-concept
home environment
classroom environment
peer relationship

Indicators of Anxiety (Non-Performance)

failure	daydreaming
blocking	boredom
stuttering	withdrawal
rationalization	antisocial class behavior
projection	truancy
denial	hypochondriasis
anger	clinging (excessive dependency)
tics	sloppy work
apathy	bladder problems
thumbsucking	nailbiting
transference	juvenile rebellion (agression)

B. Recording Procedures, Principles

1. Individual Students

   a. Select objectives in three domains (as appropriate).

   b. Decide the value (weight) to be placed on student performance of a given behavior.

   c. Choose activities (assignments, tasks) to promote attainment of objectives.

   d. Select the strategies for assessing attainment of objectives.

   e. Present instruction to facilitate teaching/learning and to permit adaptation following interim evaluation.

   f. Use a variety of instruments/tasks to obtain evidence of progress.

   g. Use both norm-referenced tests (relative achievement of group members) and criterion-referenced tests (absolute performance in terms of a standard or criterion.)

   h. Select a marking system (grades) understandable to students and parents.

   i. Provide for students' individual differences in learning rates, styles, and content mastery.

2. Classes

   a. Select class objectives in appropriate domains.

   b. Decide the value (weight) for each objective.

   c. Choose activities (class assignments/tasks) to promote attainment of objectives.

   d. Select the strategies for assessing attainment of objectives.

   e. Present instruction and assessments to permit adaptation following interim evaluation.

   f. Use a variety of instruments/tasks to check progress.

   g. Use norm-referenced tests to obtain information of group progress.

   h. Select a marking system (grades) understandable to students and parents.

   i. Provide for students' individual differences in learning rates, styles, and content mastery.

C. Reporting Procedures

1. Individual Students

   a. Checklists of objectives and weights assigned

   b. Continuous-progress curriculum

   c. Criterion-referenced tests

   d. Individual tests.

   e. Teacher/student or teacher/parent conference

   f. Teacher/student contracts

2. Class Reports

   a. Ability-group standards

   b. Group unit tests

   c. Formative data

   d. Group achievement tests

   e. Norm-referenced tests

   f. Summative data

3. Guidelines in Reporting Test Data for Classes

   Authorities suggest various ways to interpret group data acquired from standardized tests. Teachers must understand the meanings of various tests (e.g. formative data, group achievement tests, norm-referenced tests, and summative data) and be aware of the confidentiality of individual students' records. Comparative reporting may require attention to changes in school population or curricula over a period of years. Some type of visual aid will assist naive persons (e.g. many parents) in grasping the significance of changes in group scores.

D. Student Records

1. Information in Student Records

a. identification

b. past performance on achievement tests

c. performance on mental ability tests

d. physical or sensory handicaps

e. health record

f. socio-economic level of family

g. educational level of parents

h. past grades

i. comments from past teachers

j. place of residence of student

k. language spoken in home

l. schools attended

m. past corrective or remedial work

n. record of absences from school

2. Issues Related to Student Records

validity of information
documentation - specificity
trend analysis (identifying trends)
anomalies
limits of value-judgment
habitual vs. isolated events.

legal implications
ethical implications
impact of student file (what goes in student file follows student a long time)
audience identification (who sees file)
primary vs. secondary source material (i.e. direct vs. indirect observation)
neatness
stereotyping

3. Access to Records

There is implied in the competency subskill statement that the examinee will understand recording/reporting systems of student progress in a subject matter. In addition, there is implied that the examinee will understand various assessment procedures and be able to both interpret such assessment results and state the implications of the information for a specific class or individual student. These are understandings acquired in the study of tests and measurement, educational procedures for developing a recording/reporting system, and foundations of curriculum development, implementation, and evaluation. (The sources for these have been listed in other sections of this supplement).

Access to student records is governed by the public laws and county policies governing the content and use of student records and understandings of appropriate procedures to follow in meeting the demands of various persons/groups for information about class and individual student progress.
(It is to be understood that county policies may be more delimiting than statements in public laws, since state departments of education establish policies that are transmitted to the counties for application at the local level.)

IV. Instructional Materials

A. Sources of instructional material

1. classroom library
2. school media center
   a. books and magazines
   b. film and film strips and slides
   c. vertical files of posters, charts, maps, and pamphlets
   d. community resource files
   e. records and tapes
   f. transparencies
3. public library
4. county curriculum centers
5. publishers catalogs
6. catalogs of free and inexpensive materials
7. local organizations and merchants
8. teacher's professional library and files of materials
9. equipment manuals and manufacturer's instructional materials.

The most appropriate source for a given situation would depend upon the nature of the materials sought. A teacher should first consult the closest source likely to be a productive source of the desired materials.

Additional sources for materials development, or for the materials themselves, include organizations and individuals within the community. The value of human resources, as well as materials resources, and the use of equipment as well as materials, should be recognized.

B. Desired characteristics of materials

1. attractiveness
2. appropriate style and size of type
3. reasonable cost
4. durability of materials
5. copyright date
6. multiple tracks
7. accuracy of factual information

The importance of the characteristics of particular materials is determined by the purpose for which the materials are selected.

C. Selection of Materials

1. Considerations
   a. use (large group, small group, individual)
   b. usefulness to learner (level, structure, feedback)
   c. usefulness to teacher (instructional goals and objectives; planning, implementing, and evaluation/recordkeeping)
   d. cost factor with degree of usefulness and efficiency (durability, yearly costs for consumable parts, cost for training teachers to use)
   e. maintenance and upkeep (loan basis to students [Florida Statute 233.45], mechanical parts)
   f. cooperative selection by students and teacher
   g. appropriateness to time and space available (portable, storage space needed/availability)
   h. variety of types (printed texts, articles, workbooks; audio-visual films, tapes, slides, videotapes; packaged programmed, individualized, games, simulation materials)
   i. publisher's evaluation procedures (pretesting, field-testing, evaluating)

2. Criteria

   a. subject materials to criteria specified or implied by objectives
   b. select culturally and sexually non-biased materials
   c. identify materials which involve students in problem solving
   d. select materials which range from simple to complex
   e. select materials which match students' learning styles
   f. provide manipulative materials when needed
   g. select materials which stimulate the senses
   h. include materials which help provide individual instruction (programmed lessons, teaching machines, learning kits, special interest materials)
   i. select materials which are worth the time, expense, and effort involved in using them
   j. select materials which reflect the students' living environments.

D. Modification of Materials

1. audio-taping materials
2. rewriting materials at a lower reading level
3. transcribing materials or having materials transcribed into Braille for visually impaired students
4. breaking material into small units for students who have difficulty mastering larger segments of materials
5. making materials more concrete (less abstract)
6. changing response modes (e.g. providing for pointing, responding orally instead of in writing, etc.)

V. Instructional Objectives

A. Purpose for Writing or Selecting Objectives

Acceptable Purposes:

1. To inform learners of what they are expected to learn.
2. To guide the teacher in selecting the content of instruction.
3. To guide the teacher in selecting instructional materials.
4. To guide the teacher in selecting activities.
5. To guide the teacher in construction of valid evaluation of instruction.
6. To guide discussion of curriculum with parents.

Erroneous conceptions of the purpose:

1. To standardize the curriculum.
2. To assure that the teacher knows the subject matter.
3. To provide busy work for teachers.
4. To enable specialists, including administration, to control the curriculum.
5. To provide a means for administrators to check up on teachers.

B. Guidelines for Constructing or Adapting Objectives

1. Objectives are written in terms of what students will do, not in terms of what the teacher will do.
2. Behavioral verbs are used in writing objectives, verbs which indicate observable change in behavior.
3. Objectives should challenge students, but be attainable.
4. Objectives should relate the subject matter to the experiential background of students.
5. Objectives should include all important aspects of the unit of study.

6. Objectives should be in harmony with sound principles of learning, including at least these:
   a. principle of readiness,
   b. principle of motivation,
   c. principle of retention,
   d. principle of transfer.

C. Sequencing Objectives
   1. The hierarchical nature of the subject matter.
   2. Progression from concrete objects to abstract ideas.
   3. Arranging steps small enough to assure mastery of objectives by slower learners.
   4. Providing objectives beyond the minimum essentials for the more able student.
   5. Considering the spiral curriculum method of arranging objectives to insure adequate exposure of students to subject matter to assure mastery.

Other considerations in sequencing activities
   1. Activities should be sequenced in terms of their simplicity/complexity.
   2. Prerequisite learnings should be taken into account in sequencing activities
   3. Activities related to general learning outcomes should occur before those concerned with specifics.
   4. Activities which are related to facts and ideas which may be arranged in chronological order may appropriately assume that order.

VI. Learning and Teaching

A. Conditions that affect learning

1. The amount of time spent in learning in relation to the time needed.
2. Perseverance-student willingness to spend time in learning.
3. Aptitude for the task.
4. Quality of instruction.
5. Ability to understand instruction.
6. Student's readiness to learn (including history of success in learning).
7. Teacher's readiness to teach.
8. Teacher's style of teaching in relation to student's learning style.
9. Teacher's expectation that learning will occur.
10. Socio-economic background of student.
11. Educational background of student's parents.
12. Classroom social climate.
13. Native tongue of the learner.
14. Environmental distractions (e.g., outside noise or other competing stimuli).
15. Attractiveness of materials to students.
16. Appropriateness of materials to stated objectives.
17. Enthusiasm of the teacher.

B. Terms and Concepts

Behavioral paradigms
- Law of effect
- operant conditioning
- classical conditioning
- Premack principle
- drive
- goal
- frustration

Properties of stimulus
- cue
- stimulus generalization
- association
- discrimination
- extinction
- unconditioned stimulus (UCS)
- stimulus deprivation
- conditioned stimulus (CS)
- anticipation, expectation
- gradient
- phenomenal field
- aversive stimulus

Properties of response
- unconditioned response (UCR)
- conditioned response (CR)
- primary reward
- secondary reward
- acquired rewards
- symbolic rewards
- habit strength
- extinction
- contingency
- reinforcement
- partial reinforcement
- punishment
- shaping
- positive reinforcement
- negative reinforcement

Other terms
- memory
- synapse
- sense organ
- proprioception
- biological drive
- psychological drive
- medulla
- cerebral cortex
- motivation
- threat
- anxiety
- modeling
- stress
- probability
- nervous system
- isolation

C. Classroom Strategies

1. Securing attention

Recommended techniques:

a. Use a change of stimulus pattern
b. Learn and use the names of students.
c. Use novel or unfamiliar stimuli.
d. Eliminate activities which may distract or interfere with concentration.
e. Develop with the students signals for use when attention is expected.
f. Avoid disruptive and/or antagonizing techniques.
g. Avoid use of techniques which in themselves or which in particular situations tends to reinforce the undesirable behavior then in progress.
h. Reinforce desired behavior.

Inappropriate techniques:

a. Yelling at students.
b. Beginning a lesson without student attention.
c. Embarrassing students.
d. Punishing students.
e. Reinforcing undesirable behavior.

2. Presenting Directions

a. Giving directions orally.
b. Writing directions on the blackboard.
c. Preparing a handout with written directions.
d. Demonstrating what is to be done.
e. Using taped or slide-taped instructions, for either group or individual use.

3. Establishing rapport

   a. Choose objectives which are challenging but attainable.

   b. Plan alternative approaches to provide for varying interests and capabilities of students.

   c. Relate experiences of students to objectives to provide relevance to instructional activities.

   d. Consider physical development and disabilities of students in selecting activities.

   e. Consider experiential background of students in selecting objectives and activities for a group of students.

   f. Recognize the need to provide success experiences for all children in the group.

   g. Consider cultural and ethnic background of students in selecting instructional activities and objectives.

   h. Encourage students to share material, thoughts or feelings with the teacher and/or the class.

4. Alternative Strategies

   a. Models

      (1) Social interaction (group investigation, social inquiry, laboratory method, role-playing, simulation)

      (2) Information processing (inductive thinking, scientific inquiry, cognitive growth)

      (3) Personal (nondirective approach, awareness training)

      (4) Behavior modification (programmed instruction, anxiety reduction, assertive training, simulation)

b. Techniques

(1) Changing topic or activity when interest is lost.

(2) Rewarding and restating, or using alternative activities when student responses indicate non-comprehension.

(3) Completing assigned preparation in class when assignments have not been completed out of class.

(4) Introducing physical activities when students show signs of fatigue or stress.

(5) Changing the level of instruction when students show anxiety or fear of trying assigned activity.

(6) Pursuing alternative avenues of exploration when student responses or questions indicate student interest.

(7) Changing method of instruction.

(8) Utilizing audio-visual materials.

(9) Alternating quiet and active activities.

(10) Rewarding directions and/or materials for better understanding.

(11) Ensuring activities are suitable for students abilities and interest.

(12) Following up on student suggested activities.

5. Use of Media

Recommended Procedures

a. Prepare the students by introducing the film or other media and pointing out important things to watch for while viewing.

b. Follow the presentation with an immediate discussion.

c. Have students write reports concerning what they saw and heard.

d. Preview the film or other media to be certain that the presentation relates to the objectives of the lesson.

e. Follow the viewing with research into other sources for information on the topic.

Practices which do not enhance the educational value of forms of media:

a. Using film and other forms of media for entertainment or to fill time.

b. Presenting films without informing students of the purpose of the presentation.

c. Using films and other forms of media which are too long for the age group to which they are being shown.

6. Involvement of Students

Recommended Procedures:

a. Utilizing student interests as a basis for curriculum building.

b. Maintaining good, clear communication between teacher and students.

c. Utilizing student preferences in working procedures and activities.

d. Utilizing individualization in assignments.

e. Utilizing group projects, group discussion, role play, and (appropriately) lectures, seminars, and lab work.

f. Securing materials and tasks at an appropriate level for the class.

g. Using audio-visual aids for motivation and extension of concepts.

77

7. Arrangement of the Classroom to Facilitate Teaching and Learning.

Authorities agree that there are certain principles for room arrangement of materials and equipment and of ways to manage the environment in order to foster positive attitudes and effective learning. Of the many principles discussed, the following appear to have relevancy for this competency:

a. Principles

(1) Learning does not reside totally in a given student's efforts; conditions in the environment can be strong influences.

(2) The most efficient way to change a student's behavior may be to change elements in the environment

(3) Movable furniture will permit various types of grouping for various purposes (e.g., quiet or noisy; individual or group)

(4) Physical elements, to the degree possible, should be varied during the school year

(5) Large and comfortable work areas promote better attitudes

(6) Individualized instruction or small-group instruction require bulletin boards, displays, and areas for work produced

(7) Easy access to materials is a positive influence on both teachers and students

b. Considerations for material storage:

(1) Informing students of use and care of materials

(2) Providing easy access to materials by teacher and students (ease of distribution)

(3) Locating materials in close proximity to an activity

(4) Formulating security measures

e. Environmental factors (distractions) affecting learning:

(1) Outside noise

(2) Safety

(3) Health

(4) Security

(5) Closeness

(6) Social climate

(5) Following safety guidelines

(6) Planning for physical movement

(7) Conservation of time, materials, and management

(8) Noise factors.

c. Activities:

(1) Presentations (lecture, panel, debate, film, videotape)

(2) Demonstrations (rehearsals, drills, skills, practice lab)

(3) Reading (individual silent, individual oral)

(4) Drama (skits, pantomime)

(5) Discussion (group, buzz sessions, brainstorming)

(6) Cases (case study of a problem situation; critical incidents)

(7) Graphics (group painting, group collage)

(8) Role understanding (role play, social simulation, videotape)

(9) Games

(10) Participative directed inquiry or discovery (under teacher guidance)

d. Structure:

(1) Learning centers

(2) Interest centers

(3) Library

(4) Games

(5) Group centers

(6) Large-group interaction

(7) One must consider individual assignments, small-group activities, and large-group interactions.

8. Handling Special Needs

a. Use of different materials (see also IV D)

(1) Selection might include new or different but proven materials

(2) Adaptation might include remediation or

(a) Similar but different materials

(b) The same materials written at a lower level of difficulty

(c) The same materials with supplemental materials containing instruction on prerequisite skill

(d) The same materials through a change in teaching method, e.g., group to tutorial

(3) Development might include

(a) Self study materials for remediation

(b) Self study materials for enrichment

(c) Exercises for practice to enhance retention or transfer

b. Use of different procedures, suggested modifications

(1) Arranging steps small enough to assure mastery of objectives by slower learners.

(2) Providing objectives beyond the minimum essentials for the more able students.

(3) Beginning with the actual entry level skills of the student(s) to insure the possibility of success (for whatever learner characteristics)

(4) Use of

(a) Auditory

(b) Visual non-verbal

(c) Psychomotor

(d) Social interaction

9. Student Teacher Relationships

a. Rationale (Research shows positive and significant relationships between):

(1) Teachers' levels of interpersonal functioning and student attendance

(2) Teachers' interpersonal functioning and students' gains on achievement test scores

(3) Teacher's interpersonal functioning and enhanced student self-concept

Strategies to improve interpersonal functioning appear to be:

(1) Involvement of students in curriculum selection and classroom management strategies

(2) Improved empathetic qualities

(3) Viewing students as basically good, able, and trustworthy

b. Principles - Student Variables

(1) A mild level of anxiety may aid in student achievement

(2) A high level of anxiety may interfere with learning and with feelings of belonging in the classroom

(3) Feelings of high self-worth may further learning and relationships with teachers and other students.

(4) Feelings of low esteem may interfere with feelings of belonging and with learning

(5) Feelings of dislike of teacher and/or of school may hinder relationships and learning

(6) Feelings of love and belonging may promote learning and rapport in the classroom

(7) Feelings of safety and security in the classroom will permit students to open up to teachers and to learnings.

(8) Feelings of anger or rage brought into the classroom from outside sources may obstruct rapport and learning in the classroom.

(9) Shared experiences and feelings will promote feelings of rapport between students and teacher

Principles - Teacher variables

(1) Low expectancy of self or of students or lack of self-confidence may influence rapport and learning in the classroom.

(2) Dislike of children and/or of teaching will affect the classroom climate and hinder student progress.

(3) Shared experiences and enthusiasm for learning together will enhance rapport and learning

(4) Negative feelings brought into the classroom from outside sources by the teacher may influence students' feelings for the teacher and the learning process

- APPENDIX E -

Reference for Professional Education Subtest

I. CLASSROOM MANAGEMENT

Competencies 6, 12, 13, 15, 16, 17, 20, 22

Achieving Classroom Transition. Teacher Education Modules, State of Florida, 1970.

Beach, D., and Cox, P. Reaching Teenagers: Learning Centers for the Secondary Classroom. Santa Monica, Calif.: Goodyear Publishing Co., 1977.

Barton, Terry. Reach, Touch and Teach. New York: McGraw-Hill, 1977.

Brophy, J. E., & Good, T. L. Teacher-Student Relationships: Causes and Consequences. New York: Holt, Rinehart, & Winston, 1974.

Combs, A. "Teacher Education: The Person in the Process." Educational Leadership, April, 1978, p. 558.

Combs, Arthur. Perceiving, Behaving, Becoming. Washington, D.C.: Yearbook of Association for Supervision & Curriculum Development, 1962.

Dembo, M. Teaching for Learning. Santa Monica, Calif.: Goodyear Publishing Co., 1978.

Elkind, D. Child Development and Education. New York: Oxford Press, 1976.

Florida School Laws. Chapters 228-246, Florida Statutes, 1978.

Gage, N. L. Teacher Effectiveness and Teacher Education. Palo Alto, Calif.: Pacific Books, 1972.

Gagné, R. The Conditions of Learning (3rd Ed.) New York: Holt, Rinehart, & Winston, 1977.

Gagné, R. Essentials of Learning for Instruction. Hinsdale, Ill.: Dryden Press, 1974.

Gagné, R., & Briggs, L. Principles of Instructional Design. New York: Holt, Rinehart, & Winston, 1974.

Gardner, W. J. Learning and Behavior Characteristics of Exceptional Children and Youth. Boston, Mass.: Allyn and Bacon, Inc., 1977.

Gartner, Alan. How To Individualize Learning. Phi Delta Kappa Fastback.

Gesell, A., & Ilg, F. The Child From Five to Twelve. New York: Harper Brothers.

Gilstrap, R., & Martin, W. Current Strategies for Teachers. Santa Monica, Ca.: Goodyear Publishing Co., 1975.

Good, T., & Brophy, J. Looking in Classrooms. New York: Harper & Row, 1978.

Havighurst, R. J. Human Development and Education. New York: Longmans, Ltd., 1953.

Hawkes, Glen, Pease, & Damaris. Child Behavior from Five to Twelve. New York: Harper & Row, 1962.

Heyman, Mark. Places and Spaces. Phi Delta Kappa Fastback.

Hoover, K. The Professional Teacher's Handbook. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Hosford, P. "The Silent Curriculum: Its Impact on Teaching the Basics." Educational Leadership, December, 1978, p. 211.

Hunter, E. Encounter in the Classroom: New Ways of Teaching. New York: Holt, Rinehart, & Winston, 1972.

Jersild, A. The Psychology of Adolescence (2nd Ed.). New York: Macmillan Co., 1963.

Johnson, L. V., & Bany, M. A. Classroom Management: Theory and Skill Training. New York: Macmillan, 1970.

Joyce, B. Selecting Learning Experiences: Linking Theory and Practice. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Joyce, Bruce and Honne, Greta. Creating the School. New York: Brown and Co., 1976.

Klein, F. M. About Learning Materials. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Kolstoe, O. P. Teaching Educable Mentally Retarded Children. New York: Holt, Rinehart, & Winston, 1976.

Krumboltz, J., & Krumboltz, H. B. Changing Children's Behavior. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Lavatelli, C. S., & Stendler, F. Readings in Child Behavior and Development (3rd Ed.) New York: Harcourt, 1972.

Loree, M. R. Psychology of Education (2nd Ed.) New York: Ronald Press Co., 1970.

Red Cross Manual, 1978.

Rogers, Carl. On Becoming a Person. Boston, Mass.: Houghton-Mifflin, 1961.

Rubin, Louis. Curriculum Handbook. New York: Allyn and Bacon, 1977.

Sampler, Charles, & Barnhart. The Whole School Book. Reading, Mass.: Addison-Wesley Publishing Co., 1977.

Seaberg, Dorothy. The Four Faces of Teaching. Santa Monica, Ca.: Goodyear Publishing Co., 1974.

Sears, P. S., & Hilgard, E. R. "The Teacher's Role in the Motivation of the Learner" in Contemporary Issues in Educational Psychology. Clarizio, Craig, & Mehrens (Eds.) Boston, Mass.: Allyn and Bacon, 1970.

Selecting an Instructional Mode. Teacher Education Module, State of Florida, 1970.

Smith, R. M. Clinical Teaching. New York: McGraw-Hill Book Co., 1974.

Smith, Neisworth & Greer. Evaluating Educational Environments. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Stephens, T. et al. A Curriculum Handbook. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Wallen, C., & Wallen, L. Effective Classroom Management. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Wiederfelt, Hammill, and Brown. The Resource Teacher. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Worell, J., & Nelson, M. Managing Instructional Problems. New York: McGraw-Hill Book Co., 1974.

II. DEVELOPMENT OF STUDENTS

Competencies 6, 10, 11, 12, 16, 17, 20, 21, 22, 23

Abrander, Theron, Children and Adolescent: A Biocultural Approach to Psychological Development, Atherton Press, N.Y., 1969.

Achieving Classroom Transition. Teacher Education Modules, State of Florida, 1970.

Ausubel, D. P., Novak, J. D., and Hanesian, H. Educational Psychology: A Cognitive View, 2nd Ed. New York: Holt, Rinehart, & Winston, 1978.

Bayley, Nancy, Consistency and variability in the growth of intelligence from birth to eighteen years. Journal of Genetic Psychology, 75(1949), pp. 165-196.

Beach, D., and Cox, P. Reaching Teenagers: Learning Centers for the Secondary Classroom. Santa Monica, Calif.: Goodyear Publishing Co., 1977.

Bierley, M. M., Berliner, D. C., and Gage, N. L. Educational Psychology: Student Study Guide. Chicago: Rand McNally, 1979.

Briggs, L. J. Handbook of Procedures for the Design of Instruction, Pittsburg, Pa.: American Institutes for Research, 1970.

Briggs, L. J. Instructional Design: Principles and Applications, Englewood Cliffs, N. J.: Educational Technology Publications, 1977.

Carkhuff, Robert R. and Berenson, Bernard G. Beyond Counseling and Therapy. (2nd Ed.) New York: Holt, Rinehart, & Winston, 1977.

Carkhuff, Robert R. The Art of Helping: A Guide for Parents, Teachers and Counselors. Amherst, Mass.: Human Resource Development Press, 1972.

Carroll, J. A. "A Model of Learning," Teacher's College Record, 1963, 64, pp. 723-733, cited by B. S. Bloom in chapter 3, "Learning for Mastery" in the Handbook on Formative and Summative Evaluation of Student Learning, New York: McGraw-Hill, 1971.

Clarke, P. A., Child-Adolescent Psychology, Charles E. Merrill Publishing Company, Columbus, Ohio, 1968.

Conger, J. J., Adolescence and Youth - Psychological Development in a Changing World, Harper and Row, Publishers, New York, 1973.

Crovitz, H. E. Galton's Walk. New York: Harper & Row, 1970.

Dale, E. A. Audio-Visual Methods in Teaching, 3rd Ed. New York: Holt, Rinehart, & Winston, 1969.

Dembo, M. Teaching for Learning. Santa Monica, Calif.: Goodyear Publishing Co., 1978.

Elkind, D. Child Development and Education. New York: Oxford Press, 1976.

Ellis, Albert. A New Guide to Rational Living.

Evans, E. D. (Ed.), Adolescents: Readings in Behavior and Development, Hinsdale, Illinois: Dryden Press, 1970.

Feather, Norman T. Values in Education and Society. New York: Free Press, 1975.

Flavell, J. C. Cognitive Development. Englewood Cliffs, N. J.: Prentice Hall, 1977.

Gage, N. L. and Berliner, D. C. Educational Psychology. Chicago: Rand McNally, 1979.

Gagné, R. The Conditions of Learning (3rd Ed.) New York: Holt, Rinehart, & Winston, 1977.

Gagné, R. Essentials of Learning for Instruction. Hinsdale, Ill.: Dryden Press, 1974.

Gagné, R., & Briggs, L. Principles of Instructional Design. New York: Holt, Rinehart, & Winston, 1974.

Garrison, K. C., Psychology of Adolescence, New York: Prentice Hall, 1951.

Gartner, Alan. How To Individualize Learning. Phi Delta Kappa Fastback.

Gilstrap, R., & Martin, W. Current Strategies for Teachers. Santa Monica, Ca.: Goodyear Publishing Co., 1975.

Ginott, H. J. Teacher and Child, A Book for Parents and Teachers. New York: Macmillan Co., 1972.

Goldstein, Susan B. and Sies, Luther F. The Communication Contract. Springfield, Ill.: Charles C. Thomas, 1974.

Good, T., & Brophy, J. Looking in Classrooms. New York: Harper & Row, 1978.

Gordon, Ira J. Human Development: A Transaction Perspective. New York: Harper and Row, 1975.

Gordon, Thomas. Group-Centered Leadership: A Way of Releasing the Creative Power of Groups. Boston, Mass.: Houghton-Mifflin, 1955.

Gordon, Thomas and Sands, J. G. P.E.T. in Action. New York: Wyden Books, 1976.

Handy, Rollo. The Measurement of Values. St. Louis: Warren H. Green, Inc., 1970.

Herzberg, Frederick. Work and the Nature of Man. New York: New American Library, 1973.

Heyman, Mark. Places and Spaces. Phi Delta Kappa Fastback.

Homme, Lloyd. How to Use Contingency Contracting in the Classroom. Champaign, Ill.: Research Press, 1976.

Hoover, K. The Professional Teacher's Handbook. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Johnson, R. C. and Johnson, G. R., Child Psychology: Behavior and Development, Medinnus, John Wiley and Sons, New York, 1967.

Johnson, S. R. and Johnson, R. B. A Self-Instructional Material in Itself. New York: Westinghouse Learning Corporation, 1970.

Joyce, B. Selecting Learning Experiences: Linking Theory and Practice. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Joyce, Bruce and Homme, Greta. Creating the School. New York: Brown and Co., 1976.

Klein, F. M. About Learning Materials. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Kaltner, John W. Elements of Interpersonal Communication. Belmont, Calif.: Wadsworth Publishing Company, 1973.

Kniker, Charles R. You and Values Education. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

Mager, Roger F. Developing Attitudes Toward Learning. Belmont, Calif.: Fearon Publishers, 1968.

Maier, H. W., Three Theories of Child Development, 3rd Ed., Harper and Row, Publishers, New York, 1978.

Manaster, G. J. Adolescent Development and the Life Tasks, Allyn and Bacon, Inc., Boston, 1977.

Maslow, Abraham. The Farther Reaches of Human Nature. New York: Viking Press, 1971.

Maslow, Abraham. Toward a Psychology of Being. New York: Van Nostrand Reinhold Co., 1968.

McGregor, D. The Human Side of Enterprise. New York: McGraw-Hill, 1960.

Mills, B. C. Understanding the Young Child and His Curriculum. New York: MacMillan Publishing Co., 1972.

Mortensen, Donald G., and Schmuller, Allen M., Guidance in Today's Schools, 2nd Ed., John Wiley & Sons, Inc., New York, 1966.

Peters, Herman J., Shertzer, P., Guidance: Program Development and Management, 2nd Ed., Merrill Publishing Company, 1969.

Riesman, D., Glazer, N. and Denny, R. The Lonely Crowd. Princeton, N.J.: Yale University Press, 1950.

Rogers, Carl R. On Becoming a Person: A Therapist's View of Psychotherapy. Boston, Mass.: Houghton-Mifflin, 1961.

Rogers, Carl R. Client-Centered Therapy: Its Current Practice, Implications and Theory. Boston, Mass.: Houghton-Mifflin, 1951. (esp. chapter on "Student-Centered Teaching")

Rubin, Louis. Curriculum Handbook. New York: Allyn and Bacon, 1977.

Ruch, Floyd L., Psychology and Life, 6th Ed., Scott, Foresman and Company, 1963.

Samples, Charles, & Barnhart. The Whole School Book. Reading, Mass.: Addison-Wesley Publishing Co., 1977.

Selecting an Instructional Mode. Teacher Education Module, State of Florida, 1970.

Simon, Sidney B., Howe, L. W., Kirschenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc., 1972.

Smith, R. M. Clinical Teaching. New York: McGraw-Hill Book Co., 1974.

Smith, Neisworth & Greer. Evaluating Educational Environments. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Stephens, T. et al. A Curriculum Handbook. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Villard, Kenneth L. and Whipple, Ieland. Beginnings in Relational Communication. New York: John Wiley and Sons, 1976.

Wager, W. Media Selection in the Affective Domain: A Further Interpretation of Dale's Cone of Experience for Cognitive and Affective Learning. Education Technology, July 1970, 15(7), pp. 9-13.

Wallen, C. J., & Wallen, L. L. Effective Classroom Management. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Wenburg, John R. and Wilmot, William W. The Personal Communication Process. New York: John Wiley and Sons, 1973.

Worell, J., & Nelson, N. Managing Instructional Problems. New York: McGraw-Hill Book Co., 1974.

Wrightsman, Lawrence W. Social Psychology. Belmont, Calif.: Wadsworth Publishing Co., 1977.

III. EVALUATING, RECORDING, AND REPORTING STUDENT PROGRESS

Competencies 6, 7, 10, 12, 14, 18.

Aiken, L. R. Psychological and Educational Testing, Allyn & Bacon, 1971.

Bloom, B. S., Hastings, J.T., and Madaus, G. F. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971.

Brown, F. G. Principles of Educational and Psychological Testing. Dryden, 1970.

Carmel, L. J. Measurement and Evaluation in Schools. McMillan, 1970.

Chase, C. I. Measurement for Educational Evaluation. Addison-Wesley, 1974.

Collins, H. W. et. al. Educational Measurement and Evaluation. Scott Foresman, 1976.

Downie, N. M. Fundamentals of Measurement. Oxford, 1967.

Ebel, R. L. Essentials of Educational Measurement. Prentice-Hall, 1972.

Ebel, Robert. The Uses of Standardized Testing. Phi Delta Kappa Fastback.

Florida Statutes (Florida School Laws, 1978).
Rights of Privacy: 228.093, 232.23.
Student Progress: 230.23.
Student Progress (Grades): 228.051.

Gronlund, Norman E. Measurement and Evaluation in Teaching, Third Ed. New York: Macmillan Publishing Co., Inc., 1976

Hills, J. R. Measurement and Evaluation in Classrooms. C. E. Merrill, 1976.

Hopkins, C. D. and Antes, R. L. Classroom Measurement and Evaluation. Peacock, 1978.

Lewis, D. G. Assessment in Education. John Wiley and Sons, 1975.

Lyman, H. B. Test Scores and What They Mean. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

Mehrens, W. A. and Lehmann, I. J. Measurement and Evaluation in Education and Psychology. Holt, Rinehart, 1975.

Nelson, C. H. Measurement and Evaluation in Classrooms. McMillan, 1976.

Noll, V. H., et. al. Introduction to Educational Measurement. Houghton-Mifflin, 1979.

Nunnally, J. C. Educational Measurement and Evaluation. McGraw-Hill, 1972

Popham, James. Educational Evaluation. Englewood Cliffs, N.J., 1975.

Remmers, H. H., et. al. Introduction to Measurement and Evaluation. Harper and Row, 1965.

Rothney, J. W. M. What Research Says to the Teacher (No. 7): Evaluating and Reporting Pupil Progress. Washington, D.C.: Association of Classroom Teachers, NEA, 1955 (8th reprint 1969).

Smith, F. M. and Adams, S. Educational Measurement for Classroom Teachers. Harper and Row, 1972.

Stanley, J. S. and Hopkins, K. D. Educational and Psychological Measurement and Evaluation. Prentice-Hall, 1972.

Thorndike, R. and Hagen, E. Measurement and Evaluation in Psychology and Education. Wiley, 1977.

Tiedeman, H. R. Fundamentals of Psychological and Educational Measurement. Charles C. Thomas, 1972.

Wallen, C. J., & Wallen, L. L. Effective Classroom Management. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Wilhelms, F. (Ed.). Evaluation as Feedback and Guide. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967.

IV. INSTRUCTIONAL MATERIALS

Competencies 10, 12, 13, 15, 21

Achieving Classroom Transition. Teacher Education Modules, State of Florida, 1970.

Ausubel, D. P., Novak, J. D., and Hanesian, H. Educational Psychology: A Cognitive View, 2nd Ed. New York: Holt, Rinehart, & Winston, 1978.

Beach, D., and Cox, P. Reaching Teenagers: Learning Centers for the Secondary Classroom. Santa Monica, Calif.: Goodyear Publishing Co., 1977.

Briggs, L. J. Handbook of Procedures for the Design of Instruction, Pittsburg, Pa.: American Institutes for Research, 1970.

Briggs, L. J. Instructional Design: Principles and Applications, Englewood Cliffs, N. J.: Educational Technology Publications, 1977.

Carroll, J. A. "A Model of Learning," Teacher's College Record, 1963, 64, pp. 723-733, cited by B. S. Bloom in chapter 3, "Learning for Mastery" in the Handbook on Formative and Summative Evaluation of Student Learning, New York: McGraw-Hill, 1971.

Crovitz, H. E. Galton's Walk. New York: Harper & Row, 1970.

Dale, E. A. Audio-Visual Methods in Teaching, 3rd Ed. New York: Holt, Rinehart, & Winston, 1969.

Dembo, M. Teaching for Learning. Santa Monica, Calif.: Goodyear Publishing Co., 1978.

Elkind, D. Child Development and Education. New York: Oxford Press, 1976.

Gagne, R. The Conditions of Learning (3rd Ed.) New York: Holt, Rinehart, & Winston, 1977.

Gagne, R. Essentials of Learning for Instruction. Hinsdale, Ill.: Dryden Press, 1974.

Gagne, R., & Briggs, L. Principles of Instructional Design. New York: Holt, Rinehart, & Winston, 1974.

Gartner, Alan. How To Individualize Learning. Phi Delta Kappa Fastback.

Gilstrap, R., & Martin, W. Current Strategies for Teachers. Santa Monica, Ca.: Goodyear Publishing Co., 1975.

Good, T., & Brophy, J. Looking in Classrooms. New York: Harper & Row, 1978.

Heyman, Mark. Places and Spaces. Phi Delta Kappa Fastback.

Hoover, K. The Professional Teacher's Handbook. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Joyce, B. Selecting Learning Experiences: Linking Theory and Practice. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Joyce, Bruce and Nonne, Greta. Creating the School. New York: Brown and Co., 1976.

Klein, F. M. About Learning Materials. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Rubin, Louis. Curriculum Handbook. New York: Allyn and Bacon, 1977.

Samples, Charles, & Barnhart. The Whole School Book. Reading, Mass.: Addison-Wesley Publishing Co., 1977.

Selecting an Instructional Mode. Teacher Education Module, State of Florida, 1970.

Smith, R. M. Clinical Teaching. New York: McGraw-Hill Book Co., 1974.

Smith, Meisworth & Greer. Evaluating Educational Environments. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Stephens, T. et al. A Curriculum Handbook. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Wager, W. Media Selection in the Affective Domain: A Further Interpretation of Dale's Core of Experience for Cognitive and Affective Learning. Education Technology, July 1970, 15(7), pp. 9-13.

Wallen, C., & Wallen, L. Effective Classroom Management. Boston, Mass.: Allyn and Bacon, Inc., 1978.

87

V. INSTRUCTIONAL OBJECTIVES

Competencies 9, 10, 11, 12, 14

Bloom, B. S. (Ed.) Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain. New York: McKay, 1956.

Bloom, B. S. Hastings, J. T., Madaus, G. F. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Briggs, L. J. Handbook of Procedures for the Design of Instruction. Pittsburg, Pa.: American Institutes for Research, 1970.

Bruner, J. S. The Relevance of Education. New York: Norton, 1971.

Gagné, R. M. The Conditions of Learning, 3rd Ed. New York: Holt, Rinehart, & Winston, 1977.

Mager, R. F. Preparing Objectives for Instruction, 2nd Ed. Belmont, Ca.: Feavon, 1975.

Popham, W. J., and Baker, E. L. Establishing Instructional Goals. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Popham, W. J. Educational Evaluation. Englewood Cliffs, N. J.: Prentice-Hall, 1975.

VI. LEARNING AND TEACHING

Competencies 6, 9, 10, 11, 12, 13, 15, 17, 21, 22, 23

Abrander, Theron, Children and Adolescent: A Biocultural Approach to Psychological Development, Atherton Press, N.Y., 1969.

Achieving Classroom Transition. Teacher Education Modules, State of Florida, 1970.

Ausubel, D. P., Novak, J. D., and Hanesian, H. Educational Psychology: A Cognitive View, 2nd Ed. New York: Holt, Rinehart, & Winston, 1978.

Bayley, Nancy, Consistency and variability in the growth of intelligence from birth to eighteen years. Journal of Genetic Psychology, 75(1949), pp. 165-196.

Beach, D., and Cox, P. Reaching Teenagers: Learning Centers for the Secondary Classroom. Santa Monica, Calif.: Goodyear Publishing Co., 1977.

Bierley, M. M., Berliner, D. C., and Gage, N. L. Educational Psychology: Student Study Guide, Chicago: Rand McNally, 1979.

Bloom, B. S. (Ed.) Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain. New York: McKay, 1956.

Bloom, B. S. Hastings, J. T., Madaus, G. F. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Briggs, L. J. Handbook of Procedures for the Design of Instruction, Pittsburg, Pa.: American Institutes for Research, 1970.

Briggs, L. J. Instructional Design: Principles and Applications, Englewood Cliffs, N. J.: Educational Technology Publications, 1977.

Brophy, J., & Good, T. L. Teacher-Student Relationships. New York: Holt, Rinehart, & Winston, 1974.

Bruner, J. S. The Relevance of Education. New York: Norton, 1971.

Carkhuff, Robert R. and Berenson, Bernard G. Beyond Counseling and Therapy. New York: Holt, Rinehart and Winston, Inc., 1967.

Carroll, J. A. "A Model of Learning," Teacher's College Record, 1963, 64, pp. 723-733, cited by B. S. Bloom in chapter 3, "Learning for Mastery" in the Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Clarke, P. A., Child-Adolescent Psychology, Charles E. Merrill Publishing Company, Columbus, Ohio, 1968.

Conger, J. J., Adolescence and Youth - Psychological Development in a Changing World, Harper and Row, Publishers, New York, 1973.

Crovitz, H. E. Galton's Walk. New York: Harper & Row, 1970.

Dale, E. A. Audio-Visual Methods in Teaching, 3rd Ed. New York: Holt, Rinehart, & Winston, 1969.

Dembo, M. Teaching for Learning. Santa Monica, Calif.: Goodyear Publishing Co., 1978.

Elkind, D. Child Development and Education. New York: Oxford Press, 1976.

Evans, E. D. (Ed.). Adolescents: Readings in Behavior and Development, Hinsdale, Illinois: Dryden Press, 1970.

Gage, N. L. Teacher Effectiveness and Teacher Education. Palo Alto, Calif.: Pacific Books, 1972.

Gagné, R. The Conditions of Learning (3rd Ed.) New York: Holt, Rinehart, & Winston, 1977.

Gagné, R. Essentials of Learning for Instruction. Hinsdale, Ill.: Dryden Press, 1974.

Gagné, R., & Briggs, L. Principles of Instructional Design. New York: Holt, Rinehart, & Winston, 1974.

Garrison, K. C. Psychology of Adolescence, New York: Prentice Hall, 1951.

Gartner, Alan. How To Individualize Learning. Phi Delta Kappa Fastback.

Gilstrap, R., & Martin, W. Current Strategies for Teachers. Santa Monica, Ca.: Goodyear Publishing Co., 1975.

Good, T., & Brophy, J. Looking in Classrooms. New York: Harper & Row, 1978.

Gordon, I. J., Human Development: A Transactional Perspective, New York: Harper and Row, 1975.

Hawkes, Glen, Pease, & Damaris. Child Behavior From Five to Twelve. New York: Harper & Row, 1962.

Heyman, Mark. Places and Spaces. Phi Delta Kappa Fastback.

Hoover, K. The Professional Teacher's Handbook. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Hosford, P. "The Silent Curriculum: Its Impact on Teaching the Basics." Educational Leadership, December, 1978, p. 211.

Hunter, E. Encounter in the Classroom: New Ways of Teaching. New York: Holt, Rinehart, & Winston, 1972.

Jersild, A. The Psychology of Adolescence (2nd Ed.) New York: Macmillan Co., 1963.

Johnson, L. V., & Bany, M. A. Classroom Management: Theory and Skill Training. New York: Macmillan, 1970.

L2f-

Johnson, R. C. and Johnson, G. R., Child Psychology: Behavior and Development, Medinmus, John Wiley and Sons, New York, 1967.

Joyce, B. Selecting Learning Experiences: Linking Theory and Practice. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Joyce, Bruce and Honne, Greta. Creating the School. New York: Brown and Co., 1976.

Klein, F. M. About Learning Materials. Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Krumboltz, J., & Krumboltz, H. B. Changing Children's Behavior. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Lavatelli, C. S., & Stendler, F. Readings in Child Behavior and Development (3rd Ed.) New York: Harcourt, 1972.

Loree, M. R. Psychology of Education (2nd Ed.) New York: Ronald Press Co., 1970.

Mager, R. F. Preparing Objectives for Instruction, 2nd Ed. Belmont, Ca.: Feavon, 1975.

Maier, H. W., Three Theories of Child Development, 3rd Ed., Harper and Row, Publishers, New York, 1978.

Manaster, G. J., Adolescent Development and the Life Tasks, Allyn and Bacon, Inc., Boston, 1977.

Mills, B. C. Understanding the Young Child and His Curriculum. New York: MacMillan Publishing Co., 1972.

Mortensen, Donald G., and Schmuller, Allen M., Guidance in Today's Schools, 2nd Ed., John Wiley & Sons, Inc., New York, 1966.

Peters, Herman J., Shertzer, D., Guidance: Program Development and Management, 2nd Ed., Merrill Publishing Company, 1969.

Popham, W. J., and Baker, E. L. Establishing Instructional Goals. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Popham, W. J. Educational Evaluation. Englewood Cliffs, N. J.: Prentice-Hall, 1975.

Rubin, Louis. Curriculum Handbook. New York: Allyn and Bacon, 1977.

Ruch, Floyd L., Psychology and Life, 6th Ed., Scott, Foresman and Company, 1963.

Samples, Charles, & Barnhart. The Whole School Book. Reading, Mass.: Addison-Wesley Publishing Co., 1977.

Sears, P. S., & Hilgard, E. R. "The Teacher's Role in the Motivation of the Learner" in Contemporary Issues in Educational Psychology. Clarizio, Craig, & Mehrens (Eds.) Boston, Mass.: Allyn & Bacon, 1970.

Selecting an Instructional Mode. Teacher Education Module, State of Florida, 1970.

Simon, Sidney B., Howe, L. W., Kirschenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc., 1972.

Smith, R. M. Clinical Teaching. New York: McGraw-Hill Book Co., 1974.

Smith, Neisworth & Greer. Evaluating Educational Environments. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Stephens, T. et al. A Curriculum Handbook. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962.

Wager, W. Media Selection in the Affective Domain: A Further Interpretation of Dale's Cone of Experience for Cognitive and Affective Learning. Education Technology, July 1970, 15(7), pp. 9-13.

Wallen, C., & Wallen, L. Effective Classroom Management. Boston, Mass.: Allyn and Bacon, Inc., 1978.

Wegner, H. Teaching with Film. Bloomington, Ind.: The Phi Delta Kappa Educational Foundation, 1977.

Worell, J., & Nelson, M. Managing Instructional Problems. New York: McGraw-Hill Book Co., 1974.

- APPENDIX F -

Sample Multiple Choice Examination Items

Sample Multiple Choice Examination Items

GENERAL DIRECTIONS: Read each item below, then evaluate the choices and select the one which best answers the questions posed in the item. Circle the letter of the response you have chosen.

Special Instructions for Reading (Items 1-10). In the box below there is a passage taken from a document that teachers might read. At intervals throughout the passage there are numbered blank spaces. Each blank should contain one word.

Below the passage there are 10 lists of words. Each list is numbered and contains four words. One of the four words, numbered the same as the blank, is the correct one to fill the blank.

Circle the letter of the word which correctly fills each blank.

PHYSICAL DEVELOPMENT AND LEARNING

By far the most significant 1_____ of physical growth with respect to 2_____ is the development of the central nervous 3_____ since it is the mechanism for learning. It comprises the brain, spinal cord, and nerves. Very 4_____ people function anywhere near their intellectual capacity. The central 5_____ system, it is estimated, contains 6_____ thirteen billion neurons, but the ordinary person probably uses no more than one 7_____ in a lifetime. Neurologists, pharmacologists, and biological and medical 8_____ are learning more about the functioning of the 9_____ nervous system. During the 10_____ period the human organism develops from a single cell into a complex system capable of many activities.

1. a) greed
   b) aspect
   c) envoy
   d) power

2. a) executing
   b) coding
   c) learning
   d) reverting

3. a) system
   b) fiber
   c) holder
   d) sphere

4. a) many
   b) few
   c) bad
   d) noble

5. a) leading
   b) foremost
   c) sensory
   d) nervous

6. a) approximately
   b) arrogantly
   c) continuously
   d) deceptively

7. a) restraint
   b) defense
   c) billion
   d) assembly

8. a) pretensions
   b) researchers
   c) followers
   d) beginners

9. a) excellent
   b) voluntary
   c) critical
   d) central

10. a) hostile
    b) prenatal
    c) durable
    d) advanced

ITEMS 11-30. Follow the General Directions. Circle the letter of the correct answer for each item.

Mathematics -

11. Find the sum of 3905, 66, and 821.

a) 3,792
b) 4,792
c) 11,992
d) None of the above

12. Find the difference: 23
- 5-3/8

a) 17-5/8
b) 18-3/8
c) 18-5/8
d) 28-3/8

13. Harmony Hills School District intends to give a 9% cost-of-living raise to its teachers. If the base pay for a beginning teacher with a Master's Degree is presently $10,500, determine what the base pay will be after the raise has gone into effect.

a) $ 945
b) $11,445
c) $11,667
d) $19,959

14. There are 108 second graders in McBride Elementary school. If the ratio of boys to girls in that group is 5 to 4, how many boys are in the second grade?

a) 12 boys
b) 48 boys
c) 60 boys
d) 135 boys

15. A budget for a family of 4 with a total income between $400-$800 per month is shown in the figure below. According to this graph about what percent of the family income would be spent on food, housing, and taxes? (Refer to the graph.)

a) 3%
b) 33%
c) 50%
d) 67%

Family Budget

16. The Murrays want to build a pen for their hunting dogs. Which of the following rectangular dimensions would enclose the greatest area for the least amount of fencing?

    a) 10' by 30'
    b) 10' by 25'
    c) 15' by 20'
    d) The answer cannot be determined from the given information.

17. Pencils are packaged for sale in various quantities. If a customer wishes to buy the most economical package (having the least cost per pencil), which of the following packages should he buy?

    a) 2 pencils for 19¢
    b) 4 pencils for 37¢
    c) 10 pencils for 89¢
    d) 12 pencils for $1.09

18. During a flu epedemic one-third of the 480 students at Jones Elementary School were absent. If three-fifths of the absent students had the flu, how many students were absent because of the flu?

    a) 96 students
    b) 128 students
    c) 160 students
    d) 288 students

19. The curriculum division of a certain school district has a present yearly budget of $2.3 million. Predictions indicate that 5 years from now the budget will be increased to about 1.7 times its present amount. Based upon this prediction, find the approximate amount of the budget 5 years from now.

    a) $39.1 million
    b) $ 3.91 million
    c) $ 3.71 million
    d) $ 1.35 million

20. Find the value of the following expression:

$$\left[(6 \times 3.47) + (6 \times 1.53)\right] \times 1/5 =$$

    a) 6
    b) 22.656
    c) 17.38692
    d) 30

21. A teacher in a seventh grade social studies class with thirty students is approaching the completion of a unit in which there were ten objectives. In order to pass the unit, students must demonstrate mastery of eight. The time allocation for the unit was set at a pace slightly below the normal pace of average students. As the time for the scheduled completion of the unit nears, five students have mastered five or fewer objectives, while all the others are ready to move on to the next unit. In this situation, when it is not feasible for fast students to go on immediately to the next unit, which of the following alternatives would be the best action for the teacher to take?

    a) Inform the slower students that they have only one more day to complete the assignment or they will receive a failing grade.

    b) Provide enrichment activities for students who complete the assignment ahead of the scheduled time.

    c) Post a progress chart in the front of the room, to motivate slower students to work harder.

    d) Lower the standard to 6 objectives mastered, so slower students can move on to the next unit.

22. In planning the assessment for a unit of study, Mr. Sims rereads his list of general objectives. What is Mr. Sims' next task in the process of constructing a test?

    a) Begin to write the items for the test.

    b) Look in the teacher's manual to find items which measure the objectives.

    c) Identify the knowledge and skills components of the objectives.

    d) Assign each student one of the objectives as the topic for an essay.

23. After a class lesson on adding fractions, Mr. Sutter sees that three of the students do not understand the procedure for determining the least common denominator. The action that would be most help to these students would be to:

    a) re-teach the lesson to the whole class.

    b) analyze the procedures the students use in multiplying and dividing.

    c) require the "nonmasters" to work through a programmed workbook independently.

    d) arrange for each "nonmaster" to be tutored individually.

24. Ms. Weldon wants her second grade students to develop knowledge of and an appreciation for the scientific world in which we live. She sets up a demonstration, using materials which she had developed for her college science education class. The students view the equipment with great curiosity, but as Ms. Weldon attempts to explain the intricate interrelationships of the

parts of the display, the children quickly lose interest. What should Ms. Weldon do?

a) Wait until the students are older to try to introduce scientific concepts.

b) Refer to some second grade science books for lessons without demonstrations.

c) Simplify her display and explanation to adjust it to her students' level of understanding.

d) Repeat the experiment at a later date after spending time telling students what to expect.

25. Susan, a third grade student, has been found in possession of a ruler which belongs to a neighbor. She says, "Teacher, I just wanted to use it to finish the work you assigned." In helping this child develop moral judgement, which of the following would be the most appropriate response for the teacher to make?

a) "We must abide by the rule that no one is to take something belonging to someone else without first asking for permission."

b) "How would you like it if someone took your ruler without asking for permission?"

c) "The next time this happens, you will have to sit in the corner all by yourself."

d) "You should not take something that does not belong to you without asking permission unless it is an emergency."

26. The following are some of the standards which a teacher has established for the class:

1. Students are responsible for delivering oral messages to their parents.
2. Students are to return materials to their proper place.
3. Students are to complete out-of-school assignments with no help.
4. Weekly progress reports are given for lab work.

For which of the following classes are these standards most appropriate?

a) A middle-school compensatory education class.

b) A non-graded, heterogeneous primary class.

c) A senior high school vocational class.

d) A special class in basic skills for young students.

27. Mr. Jones has arranged a very fragile display on a table adjacent to the students' independent study area. Some members of the class are to use the display in their independent study. Since the display is taking up previously

open classroom space, Mr. Jones feels that rules and procedures will need to be developed to limit movement around the display. Which of the following procedures would be most effective in promoting student willingness to cooperate in the limitations?

a) Ask students doing the independent work to prepare a sign notifying others that the area is "off limits".

b) Post a sign indicating that the area is "off limits" and giving the reasons for the rule.

c) Rearrange students' desks and work tables to create new traffic lanes and block student access to the area.

d) Conduct a class discussion in which the purpose for the display is explained and involve the students in deciding the best way to reroute traffic.

28. The results of a teacher's checkpoint quiz on a unit have revealed a wide range of scores among class members, many below the criterion established for that checkpoint. To determine the exact nature of the problems that students are having in attaining the class objectives, what should the teacher do?

a) Assess progress by another quiz, record results, and compare the results for the two sets of scores.

b) List the scores in order from low to high and find the middle score.

c) Give special weights to various objectives; rescore the quiz using those special weights.

d) Perform an item analysis and record each student's performance on the items.

29. Ms. Brooks is concerned about Joe. He does not seem to pay attention and is not achieving well in much of his work. Checking his record, she finds the following stanines for an achievement test which he took last year:

Reading Comprehension	6	Phonetic Analysis	4
Auditory Discrimination	3	Arithmetic	7

She also finds the following IQ scores:

California Test of Mental Maturity - 89
Stanford-Binet - 117

Based on this information, what should Ms. Brooks suspect is causing Joe's unsatisfactory performance?

a) He is in too high a grade for his mental ability.

b) He doesn't hear things the way other students do.

c) He has never been taught to pay attention.

d) He comes from a home that does not encourage children to read.

30. The main reading level of a fifth grade class is 5.6. Four students in the class are reading at a level above 7.5. They also do well in their classroom work. Which of the following alternatives is the best course of action for the teacher to follow in giving assignments to these students?

a) Give them the same material as the rest of the class and if they finish early have them sit quietly in their seats.

b) Give them the same material as the rest but provide a choice of additional material and activities related to the topic.

c) For a separate fast learner group, excuse them from the regular assignments, and give them special assignments.

d) Give them the same material as the rest and let them have an opportunity for free play and games while the others finish.

ANSWER KEY for Sample Multiple Choice Test Items:

1. b
2. c
3. a
4. b
5. d
6. a
7. c
8. b
9. d
10. b
11. b
12. a
13. b
14. c
15. d
16. c
17. c
18. a
19. b
20. a
21. b
22. c
23. d
24. c
25. a
26. c
27. d
28. d
29. b
30. b